Appendix to the final report of Intermediate Education (Ireland) Commission. Part I –

Minutes of Evidence.

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BOMBAY BRANCH
OF THE
ROYAL ASIATIC SOCIETY.
TOWN HALL, BOMBAY.

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INTERMEDIATE EDUCATION (IRELAND) COMMISSION.

2361/1941

APPENDIX

TO THE

FINAL REPORT

OF

THE COMMISSIONERS.

LIBRARY OF THE BOMBAY BRANCH OF THE ROYAL ASIATIC SOCIETY

PART I.

MINUTES OF EVIDENCE.

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INTERMEDIATE EDUCATION (IRELAND) COMMISSION.

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INTERMEDIATE EDUCATION (IRELAND) COMMISSION.

MINUTES OF EVIDENCE.

FIRST DAY—WEDNESDAY, JANUARY 11TH, 1899,

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

CHAIRMAN.—The Secretary will please read the Warrant.

The Secretary.

By the Lord Lieutenant-General and General Governor of Ireland.

CADOGAN.

Whereas it appears to Us expedient to cause an inquiry to be made into the subject of the system of Intermediate Education under the Intermediate Education (Ireland) Act, 1878:

Now We, George Henry, Earl Cadogan, Lord Lieutenant-General and General Governor of Ireland, do hereby nominate and appoint the members of the Intermediate Education Board, that is to say:—

The Right Honorable Christopher Palles, LL.D., Lord Chief Baron of the Exchequer in Ireland (Chairman),

The Right Honorable Mr. Justice Madden (Vice-Chairman),

The Reverend George Salmon, D.D., D.C.L., Provost of Trinity College,

The Right Honorable O'Conor Don, H.M.L., LL.D.,

The Reverend W. Todd Martin, D.D.,

David G. Barkley, Esq., LL.D., and

His Grace the Most Reverend William J. Walsh, D.D., Archbishop of Dublin,

to be Our Commissioners for the purpose aforesaid, that is to say, to inquire into and report upon the system of Intermediate Education in Ireland, as established by the Intermediate Education (Ireland) Act, 1878, and into its practical working. Also, as to whether any reforms or alterations of the present system are desirable, and, if so, whether further legislation is necessary for carrying them into effect.

And for the better effecting the purposes of this Our Commission. We do by these presents authorise and empower you the aforesaid Commissioners, or any three or more of you to be named by you, to call before you or any three or more of you such persons as you may think fit to examine, and by whom you may be the better informed in the matter hereby submitted for your consideration and everything connected therewith, and generally to inquire of and concerning the premises by all other lawful ways and means whatsoever.

And also to call for and examine such books, documents, papers, writings, or records, as you or any three or more of you as aforesaid shall think useful for the purposes of the inquiry.

And We also by these presents authorise and empower you, or any three or more of you as aforesaid, to visit and personally inspect such places as you, or any three or more of you may deem expedient for the purposes aforesaid, and Our pleasure is that you, or any three or more of you as aforesaid, do, from time to time, and with all convenient speed report to Us what you shall find concerning the premises.

And We further by these presents ordain that this Our Commission shall continue in full force and virtue, and that you, Our Commissioners, do from time to time, proceed in the execution thereof, although the same be not continued from time to time by adjournment.

Given at Her Majesty's Castle of Dublin, this 30th day of May, 1898.

By His Excellency's Command,

J. B. DOUGHERTY.

Jan. 11, 1899.

CHAIRMAN.—At this, the first public sitting of this Commission, it may be convenient that I should call attention to the circumstances which led to the issuing of His Excellency's Warrant, and state, as briefly as may be possible, what we have already done under its authority.

The Intermediate Education Act was passed in 1878, upwards of twenty years since. It had for its object the promotion of Intermediate Education in this country; and the means adopted by it for effectuating that object was the application, to Intermediate Education here, of the system of payments for teachers; popularly known as the "Results System," which at that time regulated elementary education in England, Scotland, and Ireland, and which had the approval of high educational authorities in all three countries. Accordingly, the Act provided for the institution, and the carrying on, of a system of public examinations of students. Fees, "dependent upon the results of" these "public examinations," were to be paid to managers of schools who complied with such conditions as might be prescribed by the Board; and exhibitions, and, in the Senior Grade, prizes of large amounts were to be conferred upon the students who obtained the highest places at the examinations. The provision for these public examinations was the one essential element of the scheme, and was absolutely binding upon the Board. In addition to this legally obligatory direction there were other provisions in the Intermediate Education Act of 1878, which, although capable of being altered by the Board, were so clearly indicative of the policy of the legislature, as to the mode in which the general scheme of examination should be carried into execution, that they could not be lightly departed from. These provisions are to be found in the schedule to the Act. This schedule lays down a series of rules as to the method of conducting the examinations, and as to the arrangement of prizes, exhibitions, and results fees. Power to vary those rules, subject to the control of Parliament, is conferred upon the Board; but, until varied, they are directed to govern its proceedings; and the duty is imposed upon the Board of making further rules to give effect to those in the schedule.

The principal provisions in the schedule, indicative of the policy of the Act, show that it was intended that there should be one general examination for the entire country; that the competition, which is prescribed, was to be amongst all the students in a grade, as distinguished from separate competitions being permitted among students in separate courses within the same grade; and that the amount of results fees should have some reference to the number of subjects in which the student had passed.

The schedule necessarily contained a vast number of provisions as to details, provisions which the Board has not hesitated from time to time to vary, as, in their opinion, the educational needs of the country required. The changes that have thus been made are known to all who have closely followed the working of our Intermediate Education system; and it is unnecessary to describe them here.

Necessarily, from time to time, many difficulties arose in carrying out the system embodied in the Act; but none was so serious, in an educational point of view, as that in reference to *viva voce* questioning. The Board had to deal with a number of students presenting themselves for examination, varying from 3,954 in 1879 to 9,073 in 1898; in different localities throughout the country, varying in number from 50 to 105; and with separate subjects of examination which amounted on an average to five for each student. In view of all this it was found impossible that the test of *viva voce* examination, important as it is, and ordinarily, if not invariably, applied, as it is, in school and college examinations of every kind, could be availed of. From time to time this important matter was considered by the Board; but, to the present, the problem has found no practical solution.

After a sufficiently long experience of the working of the system established by the Act we felt that the time had arrived at which it, its practical working, and its results, should be thoroughly and publicly investigated, with a view to the increased efficiency of the system and to its amendment. We felt, of course, that any investigation which would not leave open to consideration the practical application, in the examination of all students, of the test of *viva voce* questions, would be partial and unsatisfactory. But such an investigation might, and indeed probably would, involve the consideration of an alteration in the Act itself; and to such an investigation it was beyond our jurisdiction to apply our funds.

In result, then, after much consideration, the Board in the month of January last, by a unanimous resolution, represented to His Excellency the Lord Lieutenant that, as the result of their experience of the working of the Act, they felt satisfied that there were many grave defects in the system, and that with several of the more serious of those defects they were powerless to deal under the existing statute. They therefore requested His Excellency to obtain for the Board the powers and the funds necessary for the purpose, by constituting the members of the Board, with such other persons, if any, as he might think fit, a Commission to inquire into the system and into its practical working, and to report whether any enlargement of the statutory powers of the Board was desirable, with a view to the improvement of the system. His Excellency was pleased to comply with our request, and he accordingly issued the Commission which has now been read by the Secretary.

That Commission bears date the 30th of May last. On the 7th of June, the Commissioners received copies of the Warrant by which it was constituted. Our first meeting took place upon the 14th of June; and we at once arrived at the conclusion that the most effective and authoritative way of ascertaining the views and criticisms of those who had intelligently considered the present legally-established system of Intermediate Education in Ireland, was to afford to all those engaged in the working of that system, or otherwise interested in it, an opportunity of stating in writing their views as to the practical working of the system, and their suggestions as to reforms or alterations. We accordingly gave directions for the preparation of circulars adapted to the eliciting of such views and suggestions. The drafts of the circulars were brought before us at our second meeting, upon the 24th June, and were then carefully considered, amended, and approved of.

In these circulars we requested, for the purpose of regularity and order, that the views and suggestions communicated to us should be made under the various heads set forth in a schedule which accompanied the circulars. We framed those heads so as to provide for observations upon all the provisions of the Act of Parliament, all the rules of the Intermediate Education Board, the subjects specified in the programme of examinations, the number of marks assigned to each subject, and the examination papers. Furthermore we provided, under a distinct head, a place for any suggestions which might seem useful to be made, and which did not happen to fall under any of the heads in the preceding parts of the schedule.

The circulars expressed our desire that those who might, in their answers, indicate dissatisfaction with the working of the present system in any respect, would accompany their criticisms with such definite practical recommendations as might occur to them.

Those circulars bore date the 4th of July last; and as the examination of witnesses could not

usefully be commenced until the views and suggestions thus sought by us had been obtained from as many as were willing to reply to the circulars, we requested that the replies should be sent to us so that we might receive them not later than the 31st of last August.

The circulars were sent to 958 persons, including the following classes, the Managers of all the schools who in the year 1897 received results fees from the Board; the Examiners for the Board; the Archbishops and Bishops of Sees in Ireland, and the Moderator of the General Assembly; the Members of Parliament for Irish constituencies, and the Heads of Municipal Bodies.

The circulars were also sent to several of the members of the Council, and to several of the Professors of the University of Dublin, of the Fellows and Professors of Trinity College, Dublin, and of the Senators and Fellows of the Royal University; to the Presidents, Vice-Presidents, and several of the Professors of the Queen's Colleges, of the College of Maynooth, and of certain other Colleges in Ireland; to members of certain Educational Boards and Commissioners; to several teachers and associations of teachers; and to other persons connected with or interested in education in Ireland.

We also published advertisements in numerous newspapers, as well provincial as metropolitan, giving notice of our desire to receive and consider the views and suggestions of any persons having experience in Intermediate Education, or taking an interest in it, who desired to give information to us. Seventy-one persons availed themselves of this invitation, and received schedules accordingly. Thus the total number of schedules sent out amounted to 1,029.

It will be observed that, by the course we thus adopted, we gave to each of the 1,029 persons to whom we issued those schedules the same opportunity of stating his views and of making suggestions, as he would have had, had he been examined as a witness before this Commission, with the additional advantage of having had a long and fully satisfactory period for deliberation as to his replies.

Shortly after our circulars had been issued we received numerous applications from the Heads of Intermediate schools, pointing out the difficulty of satisfactorily answering the queries submitted to them, without consultation with members of their staffs and others, which could not be had until the schools re-opened in September. They consequently requested that the time allowed for returning answers might be extended till the 31st of October. We considered the reasons advanced for these requests sufficient, and we accordingly extended the time as requested.

Within the time thus extended, we were favoured with 301 schedules of answers. These replies were at once put into the hands of the printers; and proofs of them having been sent for revision to their authors, the volume containing them was received by us from the printers upon the 28th of December last. We regret that this volume, containing so much valuable evidence, is not in the hands of the public, especially of those who are directly interested in the subject of our inquiry, before the public examination of witnesses here has commenced. We have done all that in us lies to procure its publication. We are informed by the Stationery Office that it will be issued about the end of the present month, or at the commencement of the next, but the matter is one which is outside our control.

Some few other replies arrived after the time limited for their receipt. The greater number of these have now been printed and submitted to their authors for revision, but we have not as yet received all the revised proofs.

In sending out our circulars, we indicated our willingness, if several persons desired to express a joint opinion, to receive the information in that form. Many persons availed themselves of this invitation, with the result that the replies received contain the opinions of upwards of 550 persons of education and culture. From the remaining persons to whom schedules were sent, about 450, we have not been favoured with replies. We conceive that those 450 persons are in the same position in which they would have been, had they been summoned as witnesses before the Commission, and had declined to attend.

Jan. 11, 1899.

It is interesting to analyse the classes of persons whose opinions are recorded in the replies we have received. As might have been expected, persons actually engaged in the practical work of Intermediate education are most largely represented. We have the opinions of 350 of these, of whom 160 are head masters, head mistresses, or managers of Intermediate schools. From universities—in addition to the opinions of some Fellows of Colleges in Cambridge, and of a Lecturer in King's College, London—we have received the opinions of twelve Fellows or Professors of Trinity College, Dublin, or members of the Council of the University of Dublin; and of fourteen Fellows of the Royal University of Ireland. Of the former six, and of the latter five, had acted as examiners for the Board. The answers also include those of nine Professors of the Queen's Colleges, of four Professors of the College of Maynooth, of one Professor of Magee College, and of five Professors of the Royal College of Science. Seven of these nineteen Professors had acted as examiners for the Board. The examiners under the Board who sent us answers, and who are not included in the above classes, number sixty-one.

The replies, as a whole, may be taken to contain all the criticisms which the educational intelligence and culture of this country can make, whether upon the system established by the Irish Intermediate Education Act, or upon the mode in which that system has hitherto been administered. In their character, as well as in their details, these criticisms, and the suggestions for reform which they contain, necessarily vary considerably. While some of them are confined to small minutiæ, a large number discuss at length, with marked ability, acumen, and learning, the broadest and most difficult of the problems involved; and upon those questions afford us the benefit of ripe experience. From those replies we cannot fail to derive great assistance, and we feel that we owe a deep debt of gratitude to their authors.

It would not serve any useful purpose, were I to state here in detail, or even to attempt to summarize all the questions thus presented for our consideration; but it may be of interest to some, and perhaps it may tend towards making the course of the examination orderly, if I briefly refer to some of the most important of them. All of them, I may state, had received consideration from us long previous to our application for the inquiry.

There of course is, in the fore-front, the main question, whether the system established by the Act of 1878—this system which makes the State Aid to Managers of Intermediate Schools depend upon the results of one general examination of students held for the whole country—is the most desirable one. This involves the question of the advantages and disadvantages, not only of the system of payment by results in the abstract, but of that system, as applied to Intermediate Education in this country, taking into consideration the effect which it necessarily has upon the admission or exclusion of *viva voce* questioning. Whatever be the conclusion which we shall arrive at upon this question, it will be necessary for us to report to His Excellency whether such *viva voce* examination is necessary; if so, in what subjects; where it should take place; by what persons it should be conducted; and whether it should be limited to candidates for exhibitions, or extended to

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all pupils. The practicability of holding such examination elsewhere than at the schools; the objection to the results of it, if it be held at the schools, being taken into account in competition; and the objection to bringing students away from their schools to distant localities for such examination; are matters which we must consider and determine.

We are further invited by the replies, in the event of our arriving at the conclusion that the present system ought to be changed, to consider many suggested alterations, and to determine which of them, if any, ought to be adopted. Then there are questions raised as to the true distinction of Primary from Intermediate Education, and as to the provisions that will best ensure the application. to the promotion of the latter. of the funds at our disposal.

Questions, too, of grave importance are suggested as to the restriction of the wide power at present given to students of selecting the subjects for their examination. It is worthy of consideration whether it should be limited to selecting one of several courses of subjects, such courses being so constructed that they shall be, as far as possible, of equal difficulty, and that they shall carry the same advantages, both to teachers and students; competition for prizes and exhibitions not being permitted between students selecting different courses. If any such limitation be determined on, there will necessarily be questions as to the frame of these separate courses, and especially whether they, or some of them, should be framed in view of the ultimate destination in life of the student, as, for instance. one course for those who intend to enter a University, or the professions of divinity, law, medicine, or education; another course for those whose destinations are professions or occupations in which a knowledge of applied Science is essential; a third for those intended for commercial life; and a fourth for those who purpose to compete in the Civil Service Examinations. The particulars of the course which will be most desirable for the examination of girls will also have to be considered. Questions are also raised as to the number of grades provided for; as to whether the results fees obtainable should be uniform in each grade, or whether it should continue as at present, to be dependent upon the subjects in which the student passes; as to whether competition is desirable in all the grades; as to the limits of age applicable to the various grades; and as to whether those limits should be applied, as at present, to all students, or should be limited to candidates for exhibitions and prizes. There are numerous questions as to the character and details of the programme as to the standard of difficulty of the examination papers; as to the form in which the examinations can be best conducted; whether there should be the same paper of questions for pass and honour students, and if so, whether pass and honour questions ought to be distinguished on the examination paper: and as to how a perfect system of gradation of questions for the various grades in the system can best be secured. A further question of importance is whether the amount of exhibitions should continue to be paid direct to the student or be so dealt with that its application to the furtherance of his education may be ensured.

To enable us to determine these and the many other questions, we have taken steps to procure the best opinions which can be offered by the educational experience of England and Scotland. It will be necessary, too, that some witnesses shall be examined before us, because although, as I have already observed, each of the 550 persons who have sent in replies to our queries has been able to state his views as fully as if he had been orally examined here, we have not had the opportunity of putting further questions to him, and of bringing him face to face with such difficulties as may have occurred to us, or have been suggested by others, as to the practical carrying out of his suggestions.

This examination will be open to the public. In reference to it, I may be permitted to make one observation. It arises from the fact that it was we, the members of the Intermediate Education Board, who took the responsibility of asking for the inquiry, and that we are the persons who have been entrusted by his Excellency with the present investigation. We should request, if we did not feel confident, that this circumstance will not cause any witness to hesitate to criticise the proceedings of the Board, its rules, its programmes, and its examination papers, fully and unreservedly. All here—Commissioners, Managers, Teachers, and others interested in education—have the one common object, the ascertainment of the best practicable system of Intermediate Education in Ireland. Upon the many questions which the consideration of the subject of inquiry involves there are differences of opinion. That this is so is indicated by the wholly divergent views expressed in the replies we have received, from persons of the highest educational knowledge and of the ripest experience. To arrive at the true solution of all such questions, a full and frank expression of every opinion honestly entertained is essential. We earnestly invite this, and we confidently expect that we shall receive it.

Right Rev. Monsignor Molloy, D.D., D.SC.

The Right Rev. Monsignor MOLLOY D.D., D.SC., Rector of the Catholic University of Ireland, examined.

1. CHAIRMAN.—Dr. Molloy, you are the Rector of the Catholic University of Ireland?—Yes.

2. And I believe you were one of the two first Assistant Commissioners of Intermediate Education under the Act of 1878?—Yes.

3. You are also a member of the Senate of the Royal University?—Yes.

4. And of the Standing Committee of that Senate?—Yes.

5. You were one of the Commissioners of the Education Endowments Commissioners?—Yes.

6. And under that Commission it was your duty to inspect and examine a number of Intermediate schools in Ireland?—Yes; all schools having endowments subject to the jurisdiction of the Commission.

7. You are at present a member of the Education Commission of Ireland?—Yes; called the Commissioners of Education.

8. In those various capacities, doubtless, you have had a great deal of experience of the actual working of the system of Intermediate education?—I think so.

9. Would you have the goodness to give the Commission your opinion as to the practical working of the Act of 1878?—I have done that in the paper which I have sent in. Would you wish me to repeat all that?

10. That paper, unfortunately, is not now before the public; but, in a general way, would you state first what advantages you have observed in the system, shortly; and, secondly, what defects you have observed in its working. It is not necessary to repeat the entire of the paper?—Well, on the favourable side, there is the perfect impartiality of the administration of the endowment, and, what is equally important, the fact that that impartiality is universally acknowledged. That has given great public confidence to the working of the system. Secondly, the system has established an independent and authoritative standard for testing the educational work done in the schools, so far as that work can be tested by written examinations. Thirdly, it has helped the poorer class of pupils of considerable ability, to get a better education than they could have got without the assistance of the Intermediate endowment, by means of the exhibitions offered for competition. It

has given a great impulse all over the country to the educational work of the schools; it has stimulated the head masters, the assistant masters, and the pupils, and it has practically necessitated the introduction of the best text-books.

11. Those observations summarize the advantages arising from the working of the Act as you have experienced them?—Yes.

12. Now we come to the unfavourable side, and we will take, if you please, one by one, any defects which you have observed in your experience to result from the working of the Act?—May I state in the first instance what I regard as the radical defect of the system?

13. If you please?—As I conceive it the object of education is two-fold; first, to train the faculties and to develop them; secondly, to store the mind with knowledge that will be useful for the future career of the pupils. The first object is much the more important, because if it be not attained during the period of school life it is very difficult to supply it afterwards.

14. I suppose, Dr. Molloy, you are of opinion that there can be no education in the true sense of the word unless it trains the mind?—Yes.

15. And that every circumstance in the system which detracts from its power and efficacy in training the mind is a defect in the system?—Yes. I am coming to that. I was going to say that these two objects are in no sense incompatible with one another, because in any good system of acquiring knowledge the acquisition of knowledge can be used as a means of training the faculties. What I regard as a radical defect of the Intermediate system is that it does not use the acquisition of knowledge as a means for training the faculties, but under this system the acquisition of knowledge is used only as a means of passing examinations and of earning money. Now shall I go to the objections in detail?

16. If you please. Are you of opinion that the result that you have just mentioned is inherent in any system based upon payments according to the results of an examination?—I would not go so far as that, but it is inherent in a system of payment by results on exclusively written examinations, without any inquiry into the nature of the training which the pupils have received.

17. You said you would proceed to state details of the radical objections that you have just mentioned, and how practically that has affected the working of the system?—I should like to put in the first place, that the system holds up a false standard of education to the country, and that I should regard it as a very great evil if that standard was to be permanently maintained for all time. The standard is that the whole system of secondary education in the country has to be shaped for the purpose of passing written examinations, and for that purpose only. This is not exactly prescribed in the system, but it is the inevitable practical result of the system, because all the fruits of the endowments are to be obtained by written examinations, and by written examinations only. Therefore it inevitably follows that the tendency of the system is to make all the efforts of the teachers, and all the efforts of the pupils, over the whole country, to be directed simply to that one end, and that I believe to be injurious to the cause of sound education.

18. Would you take that element separately if you please, Dr. Molloy, and apply it first to its influence upon the teacher, and secondly to its influence upon the pupil. You say, I think, that its tendency may be to induce the teacher to teach the subjects which pay best as distinct from those which in his opinion would be of the greatest educational value to the pupil, that that is one objection?—Yes; but another and equally great evil is that it induces the teacher to teach according to a method which is best fitted for making the pupils pass the examinations and not best fitted for the training of the faculties of the pupils. These are two distinct points.

19. Do you object to the system because of its tendency to induce the teacher both to choose particular subjects, and to teach those subjects in a particular method, which you conceive is not the best method, for the education of the student?—Yes, that is my view.

20. You have stated in your paper your opinion as to the effect of the system upon the students?—Yes.

21. Are you of opinion that it has had an unfavourable effect upon them?—Certainly.

22. You say "The system does not appeal to the higher instincts of the pupils, but only to their desire of gain. They are practically called upon to work earnestly and diligently at their tasks in order that they may win large money prizes. The influence of this principle emanating from high authority pervading the whole country and acting on the minds of all pupils throughout the entire of their school course I look upon as a real evil"?—Yes, that evil is one to be considered in reference to the action of the system upon the country as a whole. Many individual pupils will escape from its injurious influence. But what I regret in the system is that in this country where there is a natural love of learning for its own sake, which has always existed from the earliest times, and which has survived under the most adverse circumstances—that now, when a better time seems to be coming for the education of the people, the system of education should be put into such a shape as to hold up money gain as the one all-absorbing influence that is brought to play upon the pupils of all the schools, throughout the whole country.

23. And you consider therefore that it has a lowering influence upon the moral tone of the schools and of education generally?—Yes.

24. Have you any observations to make as to its injurious effects generally, before I come to ask you some questions as to its effects upon particular subjects of education, such as modern languages, chemistry, and natural philosophy?—Yes. These are the subjects which I think have suffered the most.

25. I beg your pardon. I first asked you had you any general observations to make before I came to ask you as to its effect on the teaching of specific subjects?—I think not; but, perhaps, by-and-by I may.

26. Now we will come to specific subjects—for instance, modern languages. What is your opinion as to the effect of the system upon the teaching of modern languages, say French and German?—I have not been sufficiently in contact with the actual work of the schools, to be able to give evidence of my own knowledge, as to its injurious effects; but what I have put forward in my paper is its injurious tendency. The tendency of the system is to encourage everything that can be tested by a written examination, and to discourage the teaching of everything which cannot be tested by a written examination. Now, the speaking and the pronunciation of modern languages, is incapable of being tested by a written examination; hence the tendency of the system is to discourage the teaching of those two important elements in connection with foreign languages. I cannot give any specific information as to how far that evil tendency has produced evil results, because, in fact, we have no official information upon the subject. The Board publishes the most elaborate tables of the results of their examinations, but it is not in their power to publish any information as to how far the pronunciation of modern languages is taught in the schools, because they have no means in their system by which they can ascertain whether it is taught at all or not. Therefore we are left, for our knowledge of the fact, to public rumour and public opinion, and the rumour is very prevalent that

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in many schools the pronunciation of foreign languages is not taught at all, and that the students are sometimes even encouraged to pronounce the words of a foreign language as if they were English, because that fixes the spelling upon their minds, and the spelling is important for the written examination. I cannot state whether that rumour is true or not, but one thing is certain, that, whether it is true or not, the Board of Intermediate Education have no means in their system to find out whether it is true or not; and the result is that they may give in their results exactly the same mark to two boys, let me suppose 493, one of whom can read and speak the French language with the accent and correctness of an educated Frenchman, and the other of whom cannot pronounce correctly a single word in the language. And yet these two boys, under the system as it now exists, may get exactly the same mark. Now I have seen it stated that this system is necessary—a system of purely written examination is necessary—in order to secure perfect impartiality in the allocation of marks. But look at the impartiality you secure—that two boys who are as widely apart in their proficiency in French as the poles are from one another, get exactly the same mark.

27. It is consistent with the present system that a student may obtain a medal as being the best answerer in a modern language, and be wholly unable to pronounce one syllable of it?—It is.

28. I shall now go to a subject which we all know you are very familiar with, that is the Natural Sciences. What is the effect of this system, are you able to state, in reference to Natural Science? First, the actual effect of the operation of the Act upon the teacher—as distinguished from the tendency; we shall afterwards come to the tendency. You have referred to some figures?—There are two points I should wish to call attention to. One is that the present system discourages altogether the teaching of physics and chemistry; the second is that so far as it allows these subjects to be taught, it encourages bad methods of teaching them. May I develop that?

29. If you please. We will first take the point that it discourages the teaching of Natural Science?—The evidence of that is that, taking the last ten years, and examining the records of the Board in regard to the number of pupils who presented themselves for examination in these subjects we find that the number has fallen off very considerably, and that at present it has dwindled down almost to insignificance. That is evidence that the result of the system has been gradually to extinguish these subjects. In what way it has extinguished them is a matter for speculation, and it would involve a very careful investigation of the rules, and the various changes that have been made in the rules of the Board, from time to time. But I feel confident, from inquiries I have made, that the substantial reason is that these two subjects are found by the schools not to pay as well in point of money results as the other subjects, and consequently they have been dropped.

30. Now in reference to their not paying. The present system is that the amount of results fees depend upon the number of marks allotted to the particular subjects?—Yes.

31. So much for each 100 marks allotted to the subject. And the number of marks allotted to Natural Science is not as high as that of those allotted to some other subjects, we will say Greek or Latin. I will give you the figures?—I am acquainted with them. I do not think that that is exactly the way in which it tells.

32. In your opinion can teaching in natural science, by examination of the students, be properly tested without a practical examination?—Oh, no.

33. Conducted, I suppose, in an ordinary laboratory?—Yes.

34. Therefore, as long as the examination is confined to written questions there is no mode of testing whether the pupils have been properly taught?—No.

35. Now, do you think it would be possible whilst the system remains in that form, to allow the same number of marks for such a subject, the teaching in which cannot be tested; as in such a subject as Latin or Greek, the teaching in which, to a certain extent, can be tested by written examination?—May I answer that now in my own way; I have considered that precise point.

36. If you please?—I consider that if the marks in physics and chemistry had borne the same proportion to the difficulty of the subject, and the time required for getting it up, as those in Latin and Greek do, these subjects would have been taken up a great deal more than they have been. But in point of fact, I believe that, taking into account the difficulties of the examination papers set to the pupils, it has been found that the difficulty of getting up these subjects, and the time required for getting them up, has been less well remunerated both to pupils and to teachers than the corresponding difficulty and time when expended on Latin and Greek.

37. If a greater number of marks were allotted to those subjects, so as to encourage a preference for those subjects over Latin and Greek, would not the effect of it be to encourage the teaching of a subject, the teaching in which would not be practically tested at all?—I would not recommend that the marks at present assigned to physics and chemistry for written examinations should be increased. What I would advise would be to ascertain, by the report of an inspector, whether these subjects are taught practically in a school by means of experiments, and whether the pupils have been made to take part in the practical work; and then I would propose that in every school where that was done to raise the marks in physics and chemistry very considerably; where that was not done, I would leave the marks as they are.

38. Until there is some practical test you would not raise the marks?—No; because until there is some practical test I think the teaching of physics and chemistry is hardly worth encouraging. May I suggest a point upon this matter which has not, I think, hitherto been brought out?

39. If you please?—Whatever difficulty may arise in regard to the question of inspection in other subjects, I think there is no practical difficulty at all in regard to inspection in the matter of physics and chemistry; because the Department of Science and Art, at South Kensington, have an organised system of inspection covering the whole of Ireland, and they will make no grant to any school for the teaching in these subjects, unless their inspector reports that the school has a proper equipment for teaching them, and that the subjects are practically taught. Now, I can see no reason why the Intermediate Education Board should not accept the report of the South Kensington Department, as regards the teaching of these subjects, and remunerate in a special manner schools which are in connection with South Kensington, and which have a favourable report as regards their equipment and their methods of teaching. That would at once correct the evil as regards physics and chemistry, even though the Commission should not see its way to introduce inspection in other departments.

40. You are aware, Dr. Molloy, that we have to deal separately with the schools and with the students. There must be, under the Act, competition amongst the students, and they are at liberty to choose the particular subjects in which they wish to be examined?—Yes. May I interpolate one remark? My recommendations are made quite independently of the Act, because, as I understand it, it is suggested in the Warrant that a new Act may be required.

41. Yes, certainly?—Therefore I have made my recommendations without considering whether they can be carried out under the present Act, or whether they should be provided for under a new Act.

42. But you observe the question of the necessity of a new Act will depend to a certain extent upon what

can be done under the Act if it is not amended, and therefore I am desirous to have your opinion as to he effect of the working of this Act as it stands. Assume now that the schools take advantage of your suggestion as to South Kensington, and that there is satisfactory teaching of natural science in the schools. Then if the Act remains unamended we will be obliged to examine students in natural science, and the answers in natural science will be taken into consideration in arriving at the grant of exhibitions—you understand that?—That is the written examinations?

43. The written examinations, yes?—Yes.

44. Now, assume that a student, who is well acquainted with the practical work, the work evidenced by a practical examination, is examined in competition with a student who we will assume has no knowledge of the practical work, the student with no knowledge of the practical work may obtain higher marks at the written examination on the written questions?—Yes.

45. Very well. Then under the Act we would have no power to take into consideration the knowledge exhibited by the first student of practical work by examination in the laboratory, is not that so?—You are the best authority upon that.

46. I may say that under the Act nothing can be taken into consideration save the result of the public examination of students, and therefore any test applied in the laboratory of the school could not be taken into consideration in the competition?—Very well.

47. The result then of that would be that even if the schools availed themselves of your suggestion, unless the Act were altered the prize for practical knowledge might be obtained in the competition by a boy who had no practical knowledge at all. Is not that so?—I say, in the first place, that that would be a strong reason for altering the Act.

48. That is what I wish to bring out?—I think, in the second place, that you could still make it up to the school, by paying additional results fees where you have evidence from the report of the Inspector of South Kensington that the practical work is done.

49. I quite accept that, but my object is to bring out if it be the fact, that such a change, unless there were also an alteration of the Act, would fail to do perfect justice in the competition to the students who had practical knowledge?—That is so from your statement of the Act, which I accept.

50. Rev. Dr. SALMON.—May I say as to the two things you distinguish, as you properly have done, between rewards to schools and competition between students, I do not see myself how you can have competition between students except you can have general *viva voce* examinations, but, of course, the difficulty about that will have to be considered later. With regard to results fees, you mentioned South Kensington. I think it is an important suggestion, but I unfortunately know nothing about South Kensington, and I ask first, for information, what reward South Kensington offers to those schools?—It gives half the money required for the equipment in the first instance, and it gives results fees also. But I may mention that Mr. Preston is the Inspector for all Ireland. He is a Fellow of the Royal University, he is the Inspector for all Ireland for the South Kensington Department, and he has sent in a memorandum, and I think it would be very desirable to examine him upon the details.

CHAIRMAN.—He will be examined.

51. Rev. Dr. SALMON.—What I want to bring out is this. If there is to be greater encouragement given in Ireland to the cultivation of these practical sciences it is important to know what encouragement is given already, and how far it needs supplementing from our resources?—I think I can say something upon that point, but not with as full knowledge as Mr. Preston.

52. But in a general way?—Schools in Ireland received very large contributions from South Kensington in aid of science teaching, until it was killed by the Intermediate Education Act.

53. What do you mean by science teaching?—Physics and chemistry.

54. I do not call that science teaching?—That is what we were speaking of—physics and chemistry.

55. CHAIRMAN.—I think you may assume that either in granting results fees or in determining competition amongst students, we cannot act upon anything outside the results of our own public examinations, that we could not take into consideration any certificate of knowledge that was given by the Science and Art Department, that we can impose conditions upon schools that they would not be entitled to results fees unless they had a certificate from the Science and Art Department, but that we could not take that circumstance into consideration in competition; and the question I want to ask is this—are you of opinion, that under the scheme in the present Act we can satisfactorily test knowledge in Natural Science and satisfactorily award exhibitions to the most successful students taking, as an element in that success, knowledge of Natural Science?—That involves the interpretation of the Act.

56. Assuming the interpretation of the Act as I have already stated it?—Yes. At the same time I must say, I have always thought that under the Act you could appoint inspectors?

Certainly, we certainly can appoint inspectors.

Mr. Justice MADDEN.—But you cannot give results fees upon the results of the inspectors.

57. CHAIRMAN.—We may appoint inspectors; we may make it a condition that no school shall be entitled to results fees except they satisfy the inspectors. But then, if Natural Science is taught in the school, the students are entitled to be examined in Natural Science if they desire it, and the results to be taken into consideration in competition for exhibitions can be the results as exhibited and ascertained solely at our public examinations. We cannot take into consideration any knowledge the students may have exhibited by practical work in the laboratory. I desire to know, in your opinion, is that a satisfactory mode of granting exhibitions?—Oh, certainly not, but that is the strongest reason for getting the Act modified.

58. I accept that entirely. Are there any other practical matters that you wish to mention in reference to this before we come to the question of what alterations you would suggest?—I should like to mention that under that section to which you have referred, I quote certain figures from a memorandum presented to the Lord Lieutenant by the Council of the Royal Dublin Society—I was not myself in any way responsible for those figures, but I wish to point out that there is a slight inaccuracy in them, but that inaccuracy does not in the smallest degree affect the argument. Perhaps it would be convenient if I gave into the Secretary the corrected figures, which I can do.

59. If you please?—Shall I read them out now?

60. If you please?—Have you the figures before you?

61. Yes, No. 6 in your memorandum?—If you look down the totals the numbers are correct, and these figures include the over-age students, which it is quite right to do. Now, if you look down the column of "Natural Philosophy," the figures given have by mistake been taken without including over-age students. The first figure 2,611, should have added to it 89, which makes 2,700; the second figure, 2,565, should have added to it 99, making 2,664.

62. The argument remains the same notwithstanding?—Exactly the same, and even the percentages remain practically the same.

63. And no alterations have been made in the figures for 1896 and 1897?—Yes, the same mistake was made there, and then, curious to say, there is another small mistake through a printer's error.

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64. And what figures would you state instead of those?—Perhaps it will be better if I hand in this paper, in which the old figures are given and also the correct figures. In each case where a correction is made, both the old figure and the correct figure are given in italics :—

OLD FIGURES.

Year.	Total Numbers.	Natural Philosophy.	Chemistry.
1887	4,613	*2,611*	*1,376*
1888	4,551	*2,565*	*1,357*
1896	6,503	*618*	*359*
1897	6,661	*596*	*312*
	CORRECT	FIGURES.	
1887	4,613	*2,700*	*1,413*
1888	4,551	*2,664*	*1,398*
1896	6,503	*700*	*384*
1897	6,661	*592*	*312*

65. Is there any thing else that you wish to mention before we come to your recommendations?—There is a point to which I attach some importance though I do not find it so much appreciated by others. It is the state of thraldom in which the teachers of the whole country are kept; they are in fetters, tied up not merely by a programme to a large extent fixed, but tied up to the whims and caprices of the examiners, from year to year. Whatever may be the intention of the Board, it is certain that the teachers all over the country study the ways of examiners, and they shape their teaching to meet the special characteristics and tendencies of particular examiners, and they spend upon that study the energy which ought to go to the development of a good system of education. The result is, I believe, that the teachers are not free to develop their own intellectual resources in the direction of their own profession, but are left cramped and fettered by the necessity of studying the examination papers, and shaping their teaching with a view to them.

66. Before you leave that would you be able to suggest any possible mode of obviating that evil save by an alteration of the Act?—No.

67. Before you go to the remedy there is the subject in No. 8; just turn to it. It is of very great importance?—It is.

68. Is that in reference to the frame of the programme?—Yes.

69. What observation have you to make in reference to that?—There is no doubt that the programme, as it stands, directly and strongly encourages the particular course of education generally called "grammar school education," which has come down from the universities, and which is shaped with a view to prepare pupils for the universities. The way in which this course is encouraged is that that course is the one that pays best, and, therefore, it is the one that is taken up, and almost universally taught with some more or less important modifications. Now, I took the Report for the year 1897, the other day, and I found that about five-sixths of the pupils come up from the Intermediate and Preparatory Grade, and only one-sixth from the Middle and Senior Grades. From comparing the returns for various years, and inquiries that I have made from the schools, I am quite satisfied that not more than one-sixth of all the pupils that come within the operation of the Intermediate education system either go to a university or go to those learned professions for which the grammar school course is recognised as the best preparation. Therefore, it appears to me that the present system has, I think unwittingly, forced upon the whole country one particular kind of education suited to one particular class of pupils, and that class a very small minority. It appears to me that for the five-sixths of the pupils that come within the operation of the system, a different course would be far more suitable, namely, a course which would be shaped with a view to a commercial or to an industrial career. Five-sixths of your pupils become either merchants or shopkeepers, or farmers or artizans, or they go into a manufacturing business. Now, I submit that the grammar school course is not the best suited for these various classes of pupils, but that a course which would be, in the main, commercial or scientific would suit them better. They never get beyond the Junior Grade, and in the Junior Grade a very large proportion of them, in order to earn results fees and to qualify for exhibitions, study the first elements of the classical languages, and never go further. It appears to me that that is not only unsuited to the career in life for which they are destined, but that it is comparatively useless.

70. Absolutely useless, is it not—the amount of classical knowledge they could learn in the Junior Grade?—They do not go on to that more advanced knowledge of the classics which would enable them to derive the educational benefits which such a study involves. Moreover, such a course of study gives a wrong bent to the minds of those who are destined for commerce or for agriculture or for industry. It tends to unfit them for their actual career in life. Therefore, I say that I look upon this as one of the most serious questions connected with your inquiry—that the tendency of the system has been to enforce upon all the Intermediate pupils of Ireland a particular kind of education which is only suited to a particular class, and that class a very small one, comparatively speaking. I wish to put this strongly before the Commissioners, because I think it comes home more impressively to outsiders considering this subject than it does to the heads of the existing schools. The heads of the schools have naturally shaped their system of teaching to the existing programme of the Board, and, no doubt, the programme and their system fit in very well together. But those who look upon the subject from outside, and consider it, not from the point of view of a particular school, but from the point of view of the nation as a whole, and the purpose for which the immense grant of £80,000 a year was intended, realise that you have not encouraged sufficiently the kind of secondary education which is best suited to the great majority of the pupils that come under the operation of the system.

71. I am very anxious to keep as distinct as I can the defects that can be cured by Rules and defects that require an alteration in the Act of Parliament—this matter in your opinion could be cured by Rules?—It could.

71A. At present the students are allowed to select their own subjects of examination subject to certain limits?—Yes.

72. Now would you be in favour of limiting the right of selection for them to a particular course, each course having a uniform results fee, so that the teacher would have no pecuniary interest in inducing a student to prefer one course to another, and that there could be no object in the selection except the interest of the individual student?—Yes, that is so. I think there should be at least two distinct programmes side by side from the beginning up to the end.

73. Can you in general terms indicate to us your opinion of the nature of these programmes?—On the main subjects, I can.

74. I would be very much obliged to you if you would?—I think one programme ought to be distinctly marked as a grammar school programme. I think the second programme ought to be distinctly marked as a commercial and scientific programme.

75. Would you have one programme only for the scientific and commercial course?—I have thought over that question and I should think that eventually

it might be desirable to split up the commercial and scientific into two, but I think as a preliminary experiment it would be better to commence with only two distinct programmes side by side, in order to avoid complication and to give the system a fair trial. Besides in the commercial and scientific programme, I would so arrange the subjects that those who aim at an industrial career could choose a group of a more scientific character, and those who aim at a commercial career could choose a group of a more commercial character.

76. Then there would be power to choose from all three groups—a group more commercial, a group more scientific, and the grammar school group?—Not exactly.

77. Do you think that it is desirable that in each programme there should be a great many more subjects than any student could present?—I do, in the grammar school course he would choose his own group of subjects which he would present, and in the commercial and scientific course he would choose his own group—that would be my view.

78. In Natural Science teaching is not a knowledge of French and German very necessary—a great number of the most valuable books on natural science are written in French or German?—Yes.

79. Then would you not approve of there being in the strictly scientific course at least two modern languages?—I should approve of making at least one modern language necessary. I am not quite sure I should make two necessary, but that is a detail. I think you asked me to give a general idea of the character of the courses.

80. Yes?—As regards the grammar school course, I think the present course might stand, allowing each student to choose his own group of subjects. As regards the commercial and scientific course, I would allow a very large latitude of choice, but what I attach great importance to is that even where the subjects are the same as in the grammar school course the methods of teaching them would not be the same. In the grammar school course, in teaching a foreign language, the tendency would naturally be to consider the delicacies and refinements of the language, its literature, and the criticism of its classical writers, and to consider certain elementary philological elements connected with the language; but in teaching a foreign language in the commercial group the essential point would be to write and talk the language fluently, and to be able to understand it when you heard it spoken. Therefore, it appears to me, the two courses, even where the subjects are the same, ought to be examined by different sets of examination papers, which would guide and control the character of the teaching of each subject. In the scientific course the prominent subjects would be, besides English and a modern language, physics and chemistry, and perhaps botany, a certain latitude of choice being allowed to students, and above all practical work in these subjects, without which the teaching is very imperfect, and almost useless for industrial purposes.

81. You have mentioned that the vast majority of students do not proceed beyond the Junior Grade?—I gather that from the reports.

82. Now you are aware that there are a number of examinations for some of the lower positions in the Civil Service for which boys of a young age often compete—do you think we ought to have any regard in the framing of our courses to the fact that some of these boys who do not go beyond the Junior Grade have in view competing in these Civil Service Examinations?—I should be rather in favour of giving them a good sound education in the particular group of subjects which they select, than of preparing them specially for the examinations of the Civil Service.

83. Are there any other general matters which you wish to mention before I ask you as to your recommendations, for I have some questions of my own to ask you before that?—No.

84. Rev. Dr. SALMON.—Before you pass from the question of the predominance of the grammar school education I would ask you to carry your memory back to the early days when three of us were working with you, was it then intended to give that predominance to the grammar school education?—No, I think it has been done quite unconsciously. *Jan 11, 1899.* Right Rev Monsignor Molloy, D.D., D.Sc.

84A. I think the way it has come about was that first we intended that exhibitions and prizes should be open on quite equal terms to those who took up a commercial course, or those who took up what you call the grammar school course, and that it has rather so turned out that the schoolmasters have found it their interest more to give predominance to one course, but this thing seems not to be inherent in the Act at all, but resulting from the manner in which it has been carried out, and I fancy that even retaining the same subjects, such as modern languages, in the different groups, the marks that should be assigned might be different in the different courses?—Yes.

85. So that, though we have different courses, it is quite plain the subject might be a subordinate subject in one course and vital in another course?—I would like to say a word about that. I think the programme has been unconsciously determined in favour of the grammar school course from a cause which is not quite apparent at first sight. There are certain subjects which are at once recognised as of great importance in education—classical languages and mathematics—and I think it was aimed at from the beginning to secure that these subjects should not be overlooked in the Intermediate system of Ireland, and the feeling of their great importance has led to assigning to them such marks as has given them greater encouragement than other subjects. Now it is a curious feature in the working of the system that if, either consciously or unconsciously, you give a little more encouragement to one subject and a little less encouragement to another, you secure the first being adopted and you kill the second; and it is because physics and chemistry get a little less encouragement than languages and mathematics that they have been killed, because they do not pay so well; but that is going into the metaphysics of the question.

86. But that results from the system of examination and having a written examination instead of a *viva voce* examination, because by a written examination upon certain subjects you cannot test the proficiency of a student as well as by a *viva voce* examination?—But I think the marks assigned to physics and chemistry do not remunerate the teacher and the pupil as well as the marks assigned to Greek, and Latin, and English, and mathematics.

87. You may remember that in the beginning we had a pass examination in music, and then it was found that on the only papers you could give, a clever boy could in a very short time make up enough knowledge in that subject to secure marks, and it was found such a disturbing element in the examinations that they threw it out altogether?—It is an extremely difficult problem in a single course so to balance the various subjects as to give an equal reward in the form of money for the labour and talent expended upon each subject; and therefore it is that if you want to give commercial education fair play you must have a completely separate programme and a completely separate set of examination papers for the commercial course. Then the heads of schools will feel that if they take the commercial course they will have as good a return in the form of money as if they took the classical course.

88. CHAIRMAN.—Then irrespective of the number of courses you think that there should be a separate Scientific course and a separate commercial course. Would you be of opinion that it would be important that there should be one uniform result fee which would be applicable to all the courses, however numerous these courses might be—if the same result fee was allowed in the scientific course as would be allowed

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in the grammar school course, then there would be no interest in selecting the grammar school course if it was not the interest of the student that he should study it?—What I advocate is that the two separate courses ought to secure to teachers and pupils equal money remuneration.

88A. There is another matter connected with that—instead of taking the courses separately and comparing them, I should like to take one course alone. At present a larger amount of results fees is allowed to a student who passes in six subjects than to one who passes in five only. I am speaking now of pass examinations—do you approve of that, or would you be of opinion that there ought to be one uniform result fee in the grade for pass students, so that there would be no pressure on the student to take up a greater number of subjects than he was really capable of mastering?—I think so at first sight, but I have not carefully considered that question, and I should rather not commit myself finally to it.

89. Perhaps you would consider that, and give us your opinion on it?—I think the same results fees should be paid for all pass students in the same grade—that is, if you adopt my suggestion for the examination of pass students.

90. Have you anything else you wish to add before you come to your suggestions?—No.

91. I would be glad you would divide these suggestions into two different classes. I see that your first suggestion is that the annual examination should be abolished altogether?—May I say that there are two parts in the report dealing with suggestions; the one sets out what I should regard as the ideal to be ultimately attained, and the other sets out what I regard as the most practicable and desirable at the present moment.

92. That is a distinction I wish you to keep to, and we will first take what you conceive to be the ideal system?—Well, before going into detail, I should like to say that it appears to me to be of great importance that in any reform that is adopted certain general considerations should be kept in view. First, that the general public confidence which the system undoubtedly at present enjoys should not be endangered by sudden and hasty reforms of a sweeping character.

93. Will that arise upon the mode in which you suggest that your views should be carried into effect?—I should like that to be borne in mind before coming to what I set up as an ideal system, lest it should be supposed I want that ideal system all at once to be introduced.

94. Then we shall take that first—how do you propose that your system should be introduced?—Gradually, by gradual steps.

95. It would be more convenient if you took your ideal system first?—Then I will give you the main heads of what I consider an ideal system for the administration of the sum of £80,000 granted for the purpose of encouraging secondary education in Ireland. First, a system of school grants based upon inspection of the schools, combined with a limited examination of pupils in classes at the schools. The inspection should cover all the various heads of a good school; first, the school buildings, lecture halls, recreation grounds; second, the school furniture and equipments: third, the teaching staff, the course of studies followed, and the method and efficiency of the teaching; fourth, the number of pupils and the classes into which they are divided; fifth, miscellaneous topics, such as debating societies, vocal and instrumental music, gymnasiums, and so forth. In making this inspection, expert examiners should of necessity be provided to assist the inspectors in such subjects as modern languages and natural sciences.

96. That scheme of course necessarily should be based on an amendment of the Act?—Oh, yes.

97. Then we will go through it in detail; do you propose under that scheme that there would continue to be competition amongst the successful students for exhibitions and prizes, or would you abolish competition altogether?—No, the second point is that the Board should offer every year exhibitions for competition.

98. Rev. Dr. SALMON.—But with regard to the first point, the grant to the school, your first idea was with regard to the premises, laboratories, and conveniences of the school?—Yes.

99. Then I understand that a well-endowed school that has got great provisions of the kind, and has been able to provide these fine buildings, should get a large grant, and that in a poor part of the country where they were not able to do anything of the kind they should get a small grant?—I have rather set out the heads which should be covered by inspection, and then it will be for the Board to consider how far all these various items should be taken into account in awarding the grants. At present the schools get the largest grant which send up the largest number of pupils in the highest subjects. I think that that general principle might easily be maintained in a system of inspection, and that the schools should get their grants in proportion to the amount and quality of the educational work done, and the work done would be estimated from the inspection.

100. CHAIRMAN.—Then you also propose that there should be special grants for special subjects?—I was on the point of exhibitions.

101. But I was first going to ask you the leading features of the scheme, and then to come back and examine into it particularly—the first point is the school grants, and the second is the exhibitions, and the third special grants for special subjects.

102. For instance, natural philosophy, vocal and instrumental music, your idea is that there should be equal encouragement for all kinds of secondary education suitable to the youth of the country, and diplomas at the end of the school course to testify the degree of efficiency and standing attained—that is, something like our present system of certificates?—I think it would be something more—it would testify that they had been, for so many years, under good training in a school recognised by the Board, and had, at the end of that time, passed a "leaving" examination.

103. How would that work having regard to the fact that five-sixths of the pupils leave at the end of the Junior Grade?—I would first fix how far they should go in order to entitle them to a "leaving" diploma, and those who don't reach that stage would not get the diploma.

104. But if we established a system that would be inapplicable to five-sixths of the students who present themselves, it would not be satisfactory, for we will not be able by any such suggestion of certificates to induce a parent to leave his son at school until he was seventeen or eighteen, if, but for the certificate, he would leave at sixteen?—To that I would say two things—first, these diplomas are only one feature of my scheme, and I see no objection whatever that those only should get diplomas who are entitled to get them. I have thought over the question since I wrote this, and I think it would be desirable to establish a class of diplomas for those who have gone through the course half way, and another class for those who have gone the whole way, and that the diploma should set forth exactly what the student has done. I am inclined to think that the necessity of following a longer course in order to get the diploma will be a strong stimulus to students to remain longer under training.

105. Do you consider it a special difficulty in the application of that to our system, the fact that five-sixths of the pupils leave before the age of 16?—Do I consider it a special difficulty?

106. Yes, a system of grants contemplating a three years' course terminating under 18, when we find that the education of five-sixths of our students

ceases before they are 16?—Well, you must take the country as you find it.

107. But don't you think we ought to make a special provision in reference to that?—Undoubtedly.

108. It never would do to assume that the generality of our pupils should leave when they had been examined once only in the Junior Grade?—Yes.

109. Do you think some provision should be made that would tend towards securing that the bulk of our pupils should be for a certain number of years in the Intermediate school?—As far as possible, and I think the system of diplomas would encourage them very much, for I think these diplomas, especially in the commercial and scientific course, would be of very great value, and be highly prized.

110. What would you say would be the minimum time a student should remain in an Intermediate school in order to obtain such a diploma as you mention?—I should be disposed to recommend a diploma about what might be regarded as the middle of the course, which I would say would be somewhere about the first year in your present Middle Grade, and another diploma at the end of what would correspond to the Senior Grade. The one would be a testimony of a short course of secondary education, and the other would be a testimony of a full course of secondary education.

111. Has any mode occurred to you not already adopted by which we could encourage students to proceed from the Junior Grade to the Middle Grade, and from the Middle Grade to the Senior Grade—the result fees are larger in the Middle Grade and Senior Grade—has any other mode occurred to you that you think would encourage them to go on to the Middle and Senior Grades?—I think the diploma would help to do it.

112. I wish to ask you something specially in reference to school grants, based upon inspection after a limited examination in the schools. You do not propose that all the students in the schools shall be examined in all the subjects of the school course?—No.

113. But that the inspector should pick out some particular class at random, and should examine that particular class in some subject he would himself select at random?—I should rather think that the inspector should see all the classes, and that he should be told exactly what they are reading, that he should pick out of each class one or two pupils whom he would examine, or that he would ask the teacher to examine them, and then put some questions himself as the examination was going on.

114. Then you would not suggest that all the pupils in each class should be examined in some one subject?—No, not a universal examination, I think it would not be practicable.

115. Rev. Dr. SALMON.—Would your awards depend on the number of pupils examined or the number of pupils in the school?—No, the grant which I would propose would be determined by the Board on a full consideration of the inspector's report, and should be based on the general principle, that it should be proportioned to the amount and quality of the educational work done.

116. CHAIRMAN.—Could you make any suggestion in reference to improving the education of dull and backward boys? Is not that a matter it is of great importance to bear in mind?—It is.

117. Could you make any suggestion to us which would be calculated to insure the education of that class of students?—Yes; that there should be a pass paper set of such a character that it would be within the reach of a boy of moderate abilities fairly taught, to deal with it.

118. But in the present instance we are considering a system in which there is to be no paper examination—that is under your system?—Yes, that is in the ideal system.

119. How would you provide in it for the education of dull and backward boys?—I think it must be left to the school and to the parents; and I believe if schools are left perfectly free in dealing with their individual pupils, and if they are subject to the visits of an inspector who will examine the boys at random and report accordingly, they will have a strong stimulus to attend to all the pupils. What has happened is that the working of the system has tended practically to the neglect of boys, not only of inferior abilities, but of moderate and average abilities, because all the examination papers set are drawn up with a view to a competition for exhibitions.

120. You would approve of having a separate paper for pass students, and a separate paper for honour students?—I would have no honour students at all.

121. Well, a competition paper?—Yes, a competition paper for exhibitions.

122. Have you considered what number of inspectors would be required—would it take very many to carry out the scheme?—That is a question which it would be almost impossible to settle off-hand; and that is one of the reasons why I think this ideal system should not be introduced at once. But if you have my practical system in operation for some years, then the Board will gradually learn how far the work of inspection can be carried out, and what number of officials would be necessary.

123. Under your ideal system, of course, each school would have its own course of studies?—Yes; subject to the programme being approved by the Board.

124. That system would have the advantage that the individuality of the teacher would not be interfered with as at present?—Yes.

125. There would be no tendency towards all schools running in one common groove?—That is so.

126. You have referred to the interference of the system with the individuality of the teacher and his system—do you attach much importance from an educational point of view to the manager or teacher being left his freedom as far as possible?—Yes; not only the manager but the principal teachers, because I believe that the personal influence of the teacher is a most important element in education, and the tendency of the system of written examinations is to diminish this influence.

127. Is that not a principle that is well known and acknowledged and borne in mind by educationists?—Yes.

128. I find by the Report of the Secondary Education Commission of 1895 that the examinations at some schools were by some of the masters or the principal of the school in the presence of the inspector, the particular part of the subject-matter being pointed out to the inspector, but it was arranged in such a way that the inspection and examination should not lower the status or position of the authorities of the school before the students?—That is so. I think that is an excellent plan. Perhaps in connection with this question I may be allowed to read one short sentence from the Report of the Royal Commission on Secondary Education, Vol. I.

129. Yes, that is the Report I referred to?—It states:—"The representatives of the National Union of Teachers prefer inspection to examination as a test of efficiency." I consider that very important evidence from the National Union of Teachers in England as to the practicability and usefulness of inspection.

130. And, according to your own experience, which we all know is very large, Dr. Molloy, you prefer inspection to examination—you think it more satisfactory and better than a written examination for all the schools in the country?—Yes; I should say that I have not much practical experience of inspection, because it has not been yet largely introduced in the secondary schools of Ireland; but, from my experience of education, I am satisfied that inspection is better than a merely written examination.

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131. Do you think that the examination as it can be carried out under our system affords a real test of the education which the child has received in the real sense of the word?—By written examination only.

132. Yes?—Certainly not.

133. I did not quite understand how you proposed that the exhibitions should be conferred under your ideal system—by competitive examination?—Yes.

134. If so, would it be by one common examination for the whole country?—Yes.

135. And you would be satisfied with the written examination only in consequence of the practical teaching?—The written examination would be open to much less objection than at present, but I do not think it would be impossible to have a *viva voce* examination as well. And I think there ought to be a practical examination in connection with any exhibitions in which Physics or Chemistry comes in.

136. You would not exclude Natural Science from the subjects in which these examinations would take place?—No.

137. There has been a suggestion made—I think by the Governors of the Masonic Schools, including Mr. Chetwode-Crawley and Lord Justice FitzGibbon—that in examinations for exhibitions, when the papers had been examined, and it had been ascertained which of the students had the largest number of marks—say above 60 or 75 per cent.—they might be brought together at a limited number of common centres, and submitted to a *viva voce* examination?—I would rather let all who pleased compete for the exhibitions.

138. But if you wish that there should be a *viva voce* examination as part of the competitive examination, would not the number of candidates be too great?—I do not think so.

139. You could not have *viva voce* examination of 9,000 students?—But the candidates for exhibitions would not be 9,000; they would be a very moderate number.

140. You would propose a *viva voce* examination at certain centres of the candidates for exhibitions?—Yes.

141. Is there anything else you desire to mention before we come to the mode in which you suggest that your system should be carried into operation?—I think not. The mode of introducing the reforms is the most practical and the most important part of my suggestions. The introduction of the ideal system will depend, as I conceive, upon the success obtained by the introduction of the preliminary reforms.

142. How do you propose to introduce it. You propose, as I understand, that at first both systems shall exist side by side?—Yes. That the present system of annual examination should remain as it is——

143. Yes?—But at present the whole money endowment which the school receives is determined by the result of the written examination. I propose that a substantial portion of the grant which each school receives should be awarded on the result of inspection and certain *viva voce* examinations conducted in the schools.

144. So that schools would be bound to submit to inspection?—I will allude to that after a little. To provide for this, I propose in the first instance, to reduce all round the amount of results fees, so as to have a fund from which a grant may be made on the report of the inspector; and I am satisfied that a reduction of one-third would be sufficient.

145. But by reducing by one-third the present school fees would not your system reduce the total money amount which the school would receive?—No.

146. But part of it would depend upon the result of inspection?—I think the schools would receive about the same as they are at present receiving.

147. You mean the schools in the aggregate?—No; I think the individual schools would get the same.

148. Might get the same—one that did not submit to inspection would not get it?—They would all submit, I think, when a substantial portion of the grant depended upon it.

149. You were about to tell us the character of the inspection you propose?—I have pointed out the various heads to be covered by the inspection of the school; and in my paper I have suggested that the inspector, having completed his inspection, would give a mark that would represent the result of his inspection. I suggest five different marks—"inferior," "sufficient," "good," "very good," "excellent." Then I propose that the Board should allow the school a grant on the report of the inspector, which would be calculated in this way. First would be determined the amount to which the school is entitled on the results of the written examinations; and to that amount would be added a percentage according to the mark received from the inspector. If the mark was "excellent," 50 per cent. would be added; if "very good," 40 per cent. would be added; if "good," 30 per cent. would be added; if "sufficient," 20 per cent. would be added; and if "inferior," nothing.

150. I wish to ask you a question with reference to that. I observe on many of these papers we have here a considerable want of confidence is exhibited in the action of inspectors. Would it be possible there could be a system by which the merit of the school so determined by the inspector as less than the highest, that he should be at liberty to appeal to the Board and obtain a report, say of two head inspectors, so that the grant in respect of inspection would not defend or force the opinion of one of the ordinary inspectors?—I think that would be an excellent provision, and would very well meet the difficulty that has been suggested.

151. Rev. Dr. SALMON.—Do you propose only *viva voce* examinations in schools?—At present *viva voce* has nothing to do with the scheme—it is simply inspection.

152. You had proposed *viva voce* examinations?—I proposed that with respect to modern languages, but that is another matter. I am now dealing with the grant upon inspection.

Rev. Dr. SALMON.—You mentioned the words *viva voce*,—that is why I spoke.

154. CHAIRMAN.—Should the inspector, in determining the amount to be paid in respect of inspection, take into consideration the efficiency of the teaching as evidenced by the answering of the students to the questions which were put to them?—Yes.

CHAIRMAN.—Then the question of the Provost is—whether those questions should be *viva voce*?

Rev. Dr. SALMON.—No, it was not. He did mention *viva voce*.

Witness.—In the case of inspection.

Rev. Dr SALMON.—It does not matter.

Witness.—I think you are quite right. I did mention it, in the sense that the Chairman says, that the inspector should test the methods of teaching, and for this purpose inspect the classes and put questions himself, or get the teacher to examine them. That would be necessary in the process as I understand it.

160. CHAIRMAN.—You have a reference in your paper to the Board obtaining powers to make special grant?—Before I come to that I have a suggestion to make. Since I sent in the paper I have seen a difficulty to which I wish to refer. The inspection covers several different heads which are hardly comparable with one another. For instance, school buildings, lecture halls and recreation ground—that would be one; another, methods and efficiency of teaching. It would seem too much to put upon the inspector to ask him to take into account these two heads which are incapable of being compared with

each other, and give a single mark for the whole. The proposal I would make now is—and it would bring my scheme more into conformity with the existing system of the Board—to give a certain number of marks for inspection, and I would suggest 50; the Board would then divide these marks under the different heads of inspection, allocating so much to one, and so much to another; the inspector then making his inspection should give a mark under each head which would represent his judgment upon it. The aggregate total of the marks would then represent his judgment upon the school as a whole. It would work out in this way—if the aggregate was 50, the school would get 50 per cent. in addition to the grant to which it was entitled by results fees—if 35, it would get 35 per cent.—if 20, it would get 20 per cent.—and if the aggregate fell under 20, it would get nothing.

161 Rev. Dr. SALMON.—The difficulty I can see is taking the school buildings as part of the elements of that calculation, because the result would be rewarding the rich school and starving the poor one. The large school would naturally attract pupils and have the advantage over the others. If you pay a school for what has been built to it, for increasing its premises, you are putting your money where it is not wanted?—I have considered that and I think I can answer it. The whole scheme of the endowment is based on the principle of recognising educational work done rather than of providing the means for doing it. At present large schools with a large staff have the advantage over small ones with a small staff. That is inevitable. But on my proposal the schools that do the largest amount of work and the best quality of work will get the largest remuneration. And that is what the Board has always aimed at doing, though it may not have succeeded in doing it.

162. CHAIRMAN.—I suppose you would place the large school on a perfect equality with the poor school?—Yes.

163. You would not require that dormitories should be examined but only the rooms used for the purposes of teaching?—That is a detail upon which I have not formed an opinion.

164. By the educational endowment schemes that were prepared by yourself, amongst others, am I right in saying, that nearly in every case there was provision for inspection?—We were bound by Act of Parliament to provide for inspection in every scheme we drew up. The number of such schemes that have been finally approved is over 200; the aggregate amount of endowment administered under these schemes, is something about £60,000 a year, and every school sharing in these endowments at the present moment is subject to inspection.

165. Are you able to say how that works?—To a limited extent I can. The Commissioners of Education have charge of the endowments connected with the Ulster Royal Schools, and these are inspected every year by our secretary, and I think the system has worked fairly well. But I know more particularly about the Catholic University School of Medicine, which, although not under the coercive jurisdiction of the Commission, asked for a scheme, and asked for it, although understanding that in getting the scheme they would at the same time incur the obligation of inspection. We have had it in work for several years, and I have never seen any inconvenience whatever arise from the inspection. In fact I think it is rather a useful stimulus once a year to have the school generally overhauled by the inspector.

166. I see that special grants——?—Perhaps I should mention in connection with this subject that many of the endowments for which the Educational Endowments Commission provided schemes, are schools working under the Intermediate education system, and I will just read down a list of a few of the more important. First, all the Royal Schools, next the Belfast Academical Institution, Belfast Academy, the Londonderry Academical Institution, the Coleraine Academical Institution; all the schools of the Incorporated Society; then a number of small schools scattered over the country, Watt's Endowed School, Lurgan (an excellent school); Kilkenny College; Alexandra College and Alexandra School; High School for girls in Cork; Midleton Endowed School, Bangor Endowed School, Sullivan Endowed School, Holywood; Bishop Hodgson's Grammar School, Elphin; and Merchant Tailors' School, Dublin. These are schools which prepare pupils for Intermediate examination, and are under schemes which provide for inspection.

167. Rev. Dr. SALMON.—What salary do you provide for inspectors?—The salary is fixed I think by the Lord Lieutenant, according to the amount of work, and is paid out of the endowment.

168. In the few cases I saw it seemed to me that they all broke down under that head—that it was not possible to provide the salary, and that the inspection was very insufficient.

169. O'CONOR DON.—What has been the result of that inspection as to the reports of the inspectors? Have they reported that the schools are satisfactory or the contrary?—That I cannot answer. The reports are sent to the Lord Lieutenant, and the main purpose of the inspection is to see that the provisions contained in the schemes are carried out, and to enable any persons interested in the school to have official evidence that the endowment is properly administered.

170. Rev. Dr. SALMON.—That is a different thing from the inspection we want?—I do not intend this inspection to be a model in every respect for the Intermediate system.

171. CHAIRMAN.—We have saved about £70,000—I mean there is a sum of revenue unspent amounting to about £70,000—do you wish to make part of it applicable to inspection according to your scheme in the early years of its operation? I think your next recommendation is in respect of special grants?—Yes.

172. You recommend special grants for schools for physical and chemical laboratories, something upon the plan of the Science and Art Department?—As regards physics and chemistry, I think that every school that has a proper equipment, and that teaches these subjects practically, should get special remuneration for so doing.

173. If they go to South Kensington, does not that involve a second examination of the students in these particular subjects, and do you not think the second examination should be guarded against?—That is a question which Mr. Preston can answer better than I can. I think the examination is only held for those who are willing——

174. Yes, I think you are right about that. You also propose a special grant for English elocution?—Yes.

175. Can you say whether English elocution is neglected?—I think it is very largely neglected.

176. According to your experience, has there been a depreciation in that since the Act of 1878?—Yes.

177. Now, as to the exhibitions. You are of opinion that the number of our exhibitions in the Junior Grade is very much too large?—I am.

178. And you would reserve them for a very limited class of students of exceptional knowledge and proficiency?—Yes.

179. In connection with these exhibitions, would you allow the amount of the money to pass directly into the hands of the students or would you make a provision with it for building up his education?—I think provision should be taken to secure that he continues his education in a school approved by the Board.

180. That the amount of the exhibition money should be made available for continuing his education?

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—Yes, but I think it would be enough for him to satisfy the Board that he was continuing his education.

CHAIRMAN.—I knew a boy whose father is in moderate circumstances, and the money he got, or the greater part of it, went to the general support of the house!

Rev. Dr. SALMON.—I think you overlook the fact that it is not necessary that the boy should be in a school at all.

183. O'CONOR DON.—Would you put an end to boys going in from private tuition?—I think he should go to school. You have no control over what the boy was before he came up; but when he gets an exhibition I think he should spend it on getting a good education and go to school.

184. Rev. Dr. SALMON.—It may be the case of a boy in a country place where he got a home education. If he got a small exhibition what can he do? There may be no school at the place?—In a case of that kind, he should satisfy the Board that he was obtaining tuition——

185. CHAIRMAN.—Have you anything to mention down to No. 6 of your recommendations?—No.

The Commissioners adjourned for a short interval, and on resuming,

186. *Witness* said—Chief Baron, there was one question you asked, to which I gave only an imperfect answer, and I should like to supplement it. You asked whether anything could be done to encourage parents to leave their children a longer time at Intermediate schools, and I said, I thought that the establishment of the system of diplomas at the end of a reasonable school course would be a strong inducement. I should like to add that I think it would also be an inducement, and even a stronger inducement, if the parents felt that the course of education which their children were following was one that was obviously of advantage to them for their future career.

187. CHAIRMAN.—But if the programme be altered in the way that has been suggested, of adding two separate courses—one for the scientific and another for commercial subjects—then, in your opinion, would they be satisfied that the education was of the class that you have in mind?—I am sure they would, and it would be a very strong inducement to parents to leave their children longer at school.

188. Have you considered the Scotch and German system of "leaving" examinations?—I am familiar with the German "leaving" examinations, and the Scotch system, I believe, was borrowed from the German. That is just what I contemplate, only that I think it would be desirable in the first instance in Ireland to give two sets of diplomas, one for a shorter school course, and the other at the conclusion of a somewhat longer course.

189. At what periods would you fix these two examinations?—I would say about the Middle Grade for the shorter course, and at the end of the Senior Grade for the longer.

190. How many years' continuous education in your opinion ought that to secure—leaving in the middle of the Middle Grade?—A great deal would depend upon the individual pupils, and a great deal would depend upon their proficiency on leaving the primary schools; but I think that a pupil that would have followed the full course of the primary schools as at present established by the National Board, could read a full secondary course in six years, and a fairly good secondary course in three or four years.

191. Rev. Dr. TODD MARTIN.—After leaving the primary school?—After leaving the primary school. I take it that an intelligent pupil would finish his primary education at twelve, and that he could have made a reasonably good secondary course by fifteen or sixteen, and a full secondary course by eighteen.

192. CHAIRMAN.—Do you think we ought to encourage a minimum of time in the secondary course of three years?—What do you mean by minimum of time.

193. Do you think that it is of any practical advantage to a student to be for one year in an Intermediate school?—I do, if he makes a suitable choice of subjects.

194. The course that is contemplated by the Act is three years?—For a full course he must pass an examination in three grades.

195. Do you think that we could hold out inducements to students who would leave school about sixteen who have been three years previously in an Intermediate school?—I do, and I think you would succeed in attaining that end by establishing a diploma corresponding to that period.

196. And by increasing the results fees if the student had been three years in the school?—Yes.

197. Your opinion is that the number of exhibitions ought not to depend upon the number of pass students; at present the limit is one in ten?—I think that is a very good arrangement in your present system as it exists; but I contemplate making such a change as regards the pass examination as would, I think, double the number, or at any rate increase very largely the number of pass students, and I don't think it would be desirable to increase the number of exhibitions in the same proportion. I may say, I think that the number of exhibitions at present given in the Preparatory and Junior Grades, is excessive. I don't think it is excessive in the Middle Grade, and I think that the number of prizes in the Senior Grade might with advantage be somewhat increased.

198. Now we will come to the examination papers. I think you have already stated that in your opinion, if the present system be continued, there ought to be one paper for pass students and another for candidates for exhibitions?—Yes.

199. In your opinion does the system of having but one paper for both classes of candidates make the paper as a whole too difficult for pass students?—Yes.

200. Suppose there was a paper for pass students only—what percentage of the total marks allowed to it, in your opinion, should secure a pass—do I understand you to suggest by your written statement (V. 5) that 25 per cent. of the marks assigned to a subject should secure a pass?—No. I referred to candidates who compete for exhibitions; and I think that they ought to have an opportunity of passing in an exhibition paper, although they fail to obtain an exhibition; and what I proposed was that if they get 25 per cent. of the marks on an exhibition paper they might be allowed to pass, as they are at present.

201. What percentage of an ordinary pass paper do you think a student ought to make to secure a pass?—I am in favour of comparatively easy papers and a high standard of pass. If the papers were made easy enough I should be inclined to require 40 or 35 per cent. for a pass; but I need hardly say that the requirements for a pass must depend largely upon the character of the examination paper.

202. Have you been able to form any opinion as to the general character and purport of the papers that have hitherto been given; are they too difficult in your opinion for a pass student?—They are too embarrassing and puzzling in character, and it is placing boys and girls in an unfair position to put before them a paper that has been prepared for exhibition candidates. The tendency has undoubtedly been in the direction of putting questions which are very much of the character of puzzles, and which deal chiefly with rare exceptions rather than with general rules.

203. I believe that that character rather governs the Civil Service examination papers?—I think it is

the tendency of all examiners except they are kept in check.

204. Tell us how you can keep them in check?—Many years ago I suggested a plan which, I think, would be useful; and that is, that examiners should send in to the Board not only their paper of questions, but also the answers which they think would entitle a student to 100 per cent. of the marks.

205. It has been suggested in several of the answers to the circulars that there might be a board of examiners, and that the papers should in the first instance be submitted to and approved of by them?—I think it is a good principle, if it can be carried out.

206. Rev. Dr. SALMON.—You must bear in mind that, if we ask direct questions testing knowledge, we are accused of encouraging memory too much; but if we give questions that oblige the student to think before answering, that is called making the papers a puzzle?—Yes. You are attacked by all sorts of opponents for opposite reasons; it is extremely difficult to steer a steady course between these two extremes, and only the best examiners are able to do it.

207. CHAIRMAN.—I observe that you say in your written statement that you believe that in a little time many schools would find the system of inspection less irksome than the system that it is intended to supplant, and that they would welcome a scheme which would allow them to choose their own curriculum of studies, unfettered by considerations of market value of studies, and masters and pupils alike would rejoice at being relieved from the strain of perpetual preparation for examinations?—Yes, I have nothing to add to that.

208. You are aware that in some schools there is an objection to any system of inspection?—Yes.

209. According to your view after some little time will they cease to entertain the objections which they now have to the scheme?—Yes, I entertain a strong hope to that effect; but, of course, it is in human nature that if a school gets, say, £500 a year without any inquiry being made, it prefers to retain the £500 and remain exempt from inquiry.

210. Mr. Justice MADDEN.—I gather that from your evidence you do not regard a system of examination as necessarily inconsistent with efficient mental training—that is to say, education as distinguished from instruction, that it has special dangers?—No, and all systems of education have hitherto been associated with examinations.

211. And I suppose you would agree that a system of public examinations, though it has special dangers, has also special merits of its own?—It has.

212. One of those merits, I observe you have noted, is the confidence of the public in the absolute impartiality of administration?—Yes.

213. That you would regard, I am sure, as a very important element?—Yes.

214. Your principal complaint as directed against the system of written examinations is that it leads to the adoption of defective educational methods?—Yes.

215. You also suggest that the use of those methods can be largely checked by the use of a system of inspection?—Yes.

216. Though you regard the system of inspection as a counsel of perfection, as an ideal system, yet you think that the system of public examinations could be largely safeguarded and its evil tendencies checked by the adoption of an efficient system of inspection?—As supplementing the examinations, yes.

217. It might be supplementary in either of two ways. One way you have suggested, namely, that a certain portion only of the grant should be distributed by way of results fees, and that the remainder of the grant should be distributed as the result of inspection. It is important to bear in mind that under the existing statute that course cannot be adopted, and as the Chief Baron has pointed out we must keep distinct two classes of suggestions, those which would be compatible with the existing statute and those which would require a new statute to carry them out. Of course we cannot shut our eyes to the fact that there may be difficulties in the way of obtaining additional legislation, but does it occur to you that most of the advantages you suggest as likely to accrue from your system of inspection could be carried out in this way consistently with the general scheme of the Act under which we administer the system; suppose the results fees were calculated, as they must be under the Act, on the result of examinations conducted publicly, suppose there were also a system of inspection on the points which you have enumerated, which I think may be briefly summed up in two or three words, namely, to secure that schools should be properly equipped and conducted?—Yes, and good methods of teaching followed.

218. That I include in the proper conduct of the schools, for instance, teaching the pronunciation of languages, and what you have pointed out with regard to the teaching of applied sciences, chemistry, &c. We under the Act of Parliament have power to annex conditions to our grant. We would have power to annex as a condition of obtaining results fees the obtaining of a certificate, and we could withhold them either wholly or in part as the result of such certificate. Would not a system of that kind meet your views to a considerable extent?—No, I should consider that system very objectionable, and I will give you briefly my reasons. First, according to that system a school would either get the whole grant or nothing.

219. Not necessarily. I said either in whole or in part. Perhaps it is hard to expect you to give an answer off hand, but would not its practical working be very much the same as yours? Suppose the whole amount earned was say £100. If the certificate which you have classed as inferior were given that school would get nothing; if it got a good certificate it would get the entire amount; but if there was an intermediate stage it might be reduced to a certain extent and reduced in proportion?—I can see how that plan could be made in substance the same as mine.

220. That is what I want to suggest to you?—If, for instance, you penalised a school 25 per cent. if it was inferior, and vary this penalty according to the report obtained by the school.

221. It is only another method of working out the same result as yours?—Yes, it would be a device for throwing dust in the eyes of the Act of Parliament.

222. Provided you comply with an Act of Parliament you cannot be described as throwing dust in its eyes. It is a distinct provision of the Act that we may annex conditions on the receipt of results fees, and one condition that could be suggested is a submission to inspection?—That system in default of another would be a great improvement; but it is open to this objection, that the schools would feel themselves penalised as the result of inspection, whereas according to my system they would get an additional grant of money as the result of inspection.

223. I quite recognise that yours is a preferable system, but I merely want to get your opinion, supposing one system is practicable and the other is not practicable, whether the same results would be obtainable?—I think so.

Rev. Dr. SALMON.—I think under the Act if we could do one we could do the other.

225. Mr. Justice MADDEN.—Whether we could or could not do it under the Act would be a matter for future consideration, but I wanted your opinion, assuming that we could do it under the Act?—I think that you would substantially attain the same end.

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226. I observe you say in your written statement that the present system does not appeal to the higher instincts of the pupils, but only to their desire for gain, that is no doubt a very serious objection?—It may be considered by some as only a sentimental objection; but taking into account its influence on the nation as a whole—parents, teachers, and pupils—I think it would be very serious if permanently established.

227. I entirely agree with you, but what I was about to suggest was do you think some alteration might be made in our present system of prizes, for instance, by the substitution of book prizes for money prizes, or the conversion of exhibitions, so that instead of there being money payments to students they may be converted into a means of continuing his higher education—do you think that something might be done in that way?—Yes, as regards the exhibitions. But with regard to the prizes I think that a small amount of money administered by the heads of schools could be applied far more effectively to encourage in a reasonable way and stimulate the industry of the pupils, than a far larger amount of money distributed by the Board. I would suggest, therefore, that the Board should only give exhibitions and results fees, and that the money for prizes should be allotted to the schools and distributed within each school itself according to the judgment and experience of the heads of the school.

228. And that would largely remove that objection?—Very largely.

229. Rev Dr. SALMON.—But then you omit what I called your attention to before—the prizes that are given to people who go to no school at all?—They need not get prizes.

230. Mr. Justice MADDEN.—Should the system of prizes be stopped?—I take it that the object of prizes is to encourage and stimulate the zeal and industry of pupils in school. I believe that is best done by the prizes being determined and distributed in the school itself. If in addition it be found desirable to give prizes to pupils who are not in any school, that would be for the Board to decide; but they are few compared to the total number of pupils coming up from schools.

231. I observe you called attention to the inducement held out to masters of schools to study the examiners more than the subjects?—Yes.

232. And also to what you have described as the puzzling nature of some questions. I think you approved of the adoption of some system under which the papers should be revised in some manner; what would you suggest as the most practical means of doing it?—I have no doubt that it would be desirable, as suggested by the Chief Baron, to have a special Board of Examiners—perhaps two or three boards—to revise the examination papers.

233. Should that Board, do you think, be permanent?—I think so; but that is a matter of detail which I have not considered.

234. With regard to your more excellent system, that is the ideal system of the permanent allocation of the grant as a result of inspection, that at once, as has been already pointed out, excludes students who come up otherwise than from schools?—At present no results fees are paid upon students who don't come up from schools.

235. Rev. Dr. SALMON.—The difficulty arises with regard to awarding exhibitions and prizes, that you revolutionize the whole Act. They are given solely as the result of examination?—I admit that my ideal plan does revolutionize the whole system.

236. Mr. Justice MADDEN.—Is it desirable that in that respect the system should be altered. At present results fees can only be paid in respect of pupils attending schools, but a student from any town—Clonmel, Limerick, or anywhere else—can come up, gain prizes, and have his efficiency tested by examination, and gain the rewards of his industry. Suppose your ideal system were adopted, have you any suggestions to offer with regard to that class of pupils?—Yes; I would allow such pupils to compete for exhibitions and medals, and if they gain an exhibition they will be able to pay for their education at a school.

237. Under your system of inspection I don't quite understand how the grant would be allocated. You say it should be allocated according to the amount and quality of the educational work done. The difficulty is how to ascertain that amount. Take two concrete cases. Suppose a school at which there were a hundred students; suppose the certificate in regard to that school was good. Suppose a school in which there were twenty pupils, and the certificate was also good. Would one school get five times the amount of the other, or would there be another element entering into the calculation?—If the general principle I have suggested were adopted, then it would be necessary carefully to consider the scheme by which the general principle could be best applied in practice. But I did not think we were advanced sufficiently to devise a scheme for carrying it out.

238. I was leading up to another question. Under any scheme of that kind would not a great deal of discretion be necessarily exercised on the part of the Board?—Yes; far more than at present.

239. The results now are arrived at in a way which you say commands universal assent. Do you think that results arrived at in a different manner, which would depend to a very great extent upon the idiosyncrasies—on the views of the inspectors, and also to a considerable extent upon the opinions of the Board—do you think that results arrived at in that way would command equal confidence?—Well, the results at present depend upon the idiosyncrasies of the examiners; but the examiners never know in whose favour these idiosyncrasies work, and that is the reason why there is no partiality in the system; whereas, if it depended upon inspection, the Board would know with what particular schools they were dealing, and, therefore, there would not be the same mechanical security, so to speak, for the impartiality of the Board. But I would hold that any system of impartiality which can only be secured by establishing an unsound system of secondary education for all time through the whole country, is not desirable.

240. I quite agree; but if it were found practicable to unite the undoubted advantages of inspection with the advantages of examination which you recognise, not the least of which is the universal confidence felt in its administration, does not that suggest itself to your mind as desirable?—Yes, but I think it impossible, because the security of the present system consists in this, that *nobody* knows to whom the awards are made until they have been made. In any system of inspection the inspectors will know what schools they are dealing with.

241. The only element of idiosyncrasies you recognise in the present system is the idiosyncrasies of examiners, but you have already approved of a suggestion that would largely remove that element by having a Board of some kind to revise the examination papers. In that event the element of idiosyncrasy would vanish to a great extent?—Yes, I admit that the present system could be brought to a higher degree of perfection. But I submit that the leading object of the endowment is not to secure its being impartially administered, but to secure that it encourages a sound system of education.

242. I quite agree, but I was referring, not so much to anything that might be called partiality or impartiality, but that a system under which the result is so largely dependent upon the views and methods of the inspectors?—Well, I believe that the present system of examination, though it has commanded such great confidence, is far from being impartial, because you give exactly the same marks to two boys in a foreign language who may be as widely different as the poles in their actual knowledge of the language. It appears to be impartial, because each gets a mark for every ques-

tion, and the final result is the tot of all these marks, but the tot may come out exactly the same in the two cases, though the one boy may be a finished French scholar, and the other may be very imperfect. The real impartiality to my mind is the impartiality which gives to each school a money aid in proportion to the quality and the amount of the educational work which it does.

244. Rev. Dr. SALMON.—What do you mean by "work done"?—Do you consider a school with 500 pupils deserving of five times the amount given to one with only 100? I want an explanation of what you mean by "work done." If you take the number of pupils into account, and only test the matter by the number of pupils that an inspector asks questions of in examination—of course many schools are high-minded, and will not cheat, but in some schools we could not know whether there might not be a great many "blind nuts" in the class lists?—Of course the inspectors will not be infallible in the inspection; I admit that. Neither are the examiners infallible in the examination.

Rev. Dr. SALMON.—I do not want infallibility, but trustworthiness.

246. Mr. Justice MADDEN.—Do you approve of the Preparatory Grade? Do you approve of boys and girls of tender years, under fourteen years or so, being subjected to competitive examination, or do you approve of their being examined at all, except in a school examination; that is to say, of their education being directed towards an examination?—I think not, but you see I object to the whole system of competitive examination.

247. That I thoroughly understand; but is not the evil the greater the earlier you begin? For instance, you do not object to competitive examinations for young men of 18, 19, or 20 years of age. It is a lesser evil at 17; but does it not become greater as you go down in point of age? Is it not a greater evil to direct the attention of a boy of 11 or 12 to a public examination than to direct the attention of a young man of 18 or 19?—I daresay it is, but in the system I have recommended I propose that in all grades the pass paper should be of such a degree of simplicity that it shall be fairly within the grasp of pupils of moderate abilities. As long as you retain a system of examination, I think it will help to encourage the attention given to all the pupils, if you have an examination that will comprise as large a number as possible of the pupils in each school. It should be only a qualifying examination, and it would take the place of the examination which the school itself would hold at the same period of the year to test the proficiency of its pupils.

248. Then your opinion with reference to the preparatory grade would be, that if the system of examination is to be continued at all, it should not be competitive?—Yes. In connection with that I would make one suggestion about the exhibitions I recommend. I think that it would be of advantage, that instead of having an examination for exhibitions in all grades, there should be examinations for exhibitions at two periods only of the school course; one near the beginning corresponding to about the beginning of the junior grade, and another a little after the middle. These exhibitions should be tenable for two years without any further test whatever, except that the pupil should satisfy the Board that he was continuing his education in a school approved by the Board. That would diminish still further the amount of competition and examinations required; and under these circumstances I think the students leaving the Preparatory Grade might be admitted to competition for junior exhibitions.

249. Rev. Dr. SALMON.—Would the Preparatory Grade be something like an entrance examination which would be qualifying and not competitive?—I would have all the examinations, in every grade, merely qualifying examinations, except the competitive examination for exhibitions. An entrance examination would be an examination of pupils coming up from the primary schools.

250. I thought what you had in your mind was something passing out of primary education into Intermediate education?—I consider that once a boy has finished his primary course, and enters into a course beyond that, he has begun his secondary education, and is entitled to share in the benefits of this endowment.

251. O'CONOR DON.—In connection with your last answer I should like to ask you how you would define secondary or intermediate education?—That is perhaps the most difficult question which the Commission will have to answer. I think it must be determined in relation to the educational system you find existing in the country. You have a great system of primary education maintained by the State. You have a great system of university education, imperfect but existing, endowed out of the public funds. And you have between these two, intermediate or secondary education. Now it would appear to me that the best description of secondary education is that it includes all education which is below the rank of university education, and above the education given in the primary schools.

252. But does not that definition depend on another, and that is the definition of what is a primary school?—The National Schools of Ireland.

253. Are there not in the country many schools which corresponded to all intents and purposes, before the Intermediate Board was established, to the National Schools, though not under the Board?—They are becoming fewer and fewer every year and now are practically insignificant, with the exception of the Christian Brothers' Schools, as compared with the schools under the National Board.

254. If the National Schools were not excluded specially by the Act of Parliament, would not many of them be able to send up boys to the Intermediate Education Examinations?—I distinguish. If they teach the extra subjects of the National Education Board, yes; but if only the ordinary course of the National Board, no; and in my conception of primary education, I do not include extra subjects which are really taken out of secondary education, and allowed to be taught in the primary schools as extra subjects.

255. But are not these extra subjects of the character that would be taught in what you would call grammar schools?—Several of them are.

256. Are not they all?—Probably they are.

257. Then would you consider that the Intermediate education contemplated by Parliament really was intended to be a grammar school education?—No; and I may mention a point not in the Act, but in the schedule to the Act, which makes it quite plain that it was not the original intention to limit this endowment to grammar school education. It gives a definition of a school as an educational institution, other than a National school, in which classical or scientific education is given to a certain number of pupils. Therefore, it contemplated that schools in which no classical education is given should share in the endowment.

258. Then do you consider that pupils who come up in the Preparatory and Junior Grades are really undergoing a proper Intermediate education if they do not go beyond that? If they stop at the Junior Grade, for instance, do you think that they receive an Intermediate education which should be paid for by the State?—I say that the Junior Grade course is part of a secondary education, and that those who follow the Junior Grade course, and go no further, have so far received a secondary education, but they have not finished it. As to whether they should be assisted by the State or not, that question I should hardly be prepared to discuss; but what I do maintain is, that they are entitled to a share in this endowment, which has been allocated for the purpose of encouraging secondary education in the country.

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259. You have stated very clearly in your evidence, and in the paper you sent in to the Commission, the advantages and the defects that you think exist in the present system. Could you tell us in a general way your opinion as to the effects of the system as a whole. Has it done good or harm to education in Ireland?—I am not sufficiently in contact with the actual working of the schools to make my opinion of much value on that point, but I have no hesitation in stating my own conviction on the subject, and I have a very strong opinion that the Intermediate Education Act in Ireland, administered as it has been, has done a great amount of good for secondary education in the country. It has been a most successful experiment, but we have had that experiment in operation for twenty years, and we are in a position to realise what are its defects, and I consider it is of supreme importance now to correct these defects, because whatever may be the result of this Commission it will probably hold for the next fifty years. Therefore I am insisting rather on the drawbacks of the system than lauding the success it has achieved.

260. At present the payments made in aid of Intermediate education depend on competition between the students—depend on the results of the examination of the students?—Yes.

261. They depend therefore on competition between the students?—On the result of examinations which are in reality competitive examinations.

262. And therefore the results are dependent on competition between the pupils?—I do not quite admit that, because there are a vast number of pupils sent up to the examinations who are not competing for any thing, but only want to pass.

263. Are they not competitive in this way—the schools are to a certain extent competitive?—That is a vague phrase.

264. The amount of money is a fixed amount—the amount of money which the Board has at its disposal is a fixed amount?—Yes.

265. That amount is divided between the schools and the pupils?—Yes.

266. And does it not follow, therefore, that the amount that any individual school gets depends upon the results of the examination of its students?—Certainly.

267. And it depends also on the results obtained by students in other schools, because if the results be inferior in other schools, there will be more to divide between the good schools?—Each year the amount given to a school is absolutely fixed by the result of the examination of its pupils.

268. Everything they get depends on the examination of individual students?—That is so.

269. Under your system, the ideal system, I understand that you would purpose to have, instead of that, competition between schools?—No, no competition at all.

270. Is not your system this—I am talking now of the ideal system—that you propose to do away with the payment by examination absolutely, and you suggest first, that the annual examinations which form the basis of awarding results fees should be abolished?—Yes.

271. And you propose that the whole system of results fees, and so on, dependent on the examinations, should disappear also?—Yes.

272. And that the payments be practically made, for intermediate education, to depend on the result of inspection in the schools?—Yes.

273. If that be so, does it not follow that the payments will depend then on competition between schools?—I would not call that competition.

274. You do not propose to increase the amount of the annual grant to the Intermediate Board?—I have no fund for that purpose.

275. You speak of it as a very fine, large endowment?—Yes.

276. And you consider it ample?—Well, it is a good large endowment.

277. We assume that it is not to be increased?—Yes.

278. It is not one of your suggestions, in order to benefit Intermediate education in Ireland, that the grant should be increased, that it is insufficient?—No.

279. That is not one of your suggestions, let us assume that the sum is fixed and is to be divided amongst the schools—the whole amount is to be divided every year, and the amount that each school gets depends on the result of the report of an inspector, does not this practically amount to competition between schools dependent on the result of inspection?—I have no objection to other persons using the word "competition" for it, but I would not. The more the one gets, the less the other will get of course.

280. Yes, the less one gets the more another will get?—Yes, taken all round; but, observe that that will be the case in any system that is adopted where you have a limited fund, and it is only a question of words whether it should be called competition. I would not call it competition.

281. The result is the same—if one school gets less, the other gets more?—Yes, taken all round.

282. You propose that this result should depend on the report of an inspector who is to report generally on the condition of the school, and also to pick out, by chance or otherwise, certain boys for examining in each class?—To examine the pupils in the classes.

283. Do you propose to examine every boy in the class?—No; he examines a few in each class.

284. Supposing he called up by chance a backward boy?—Then he will try again.

285. How long is he to go on trying them?—Till he comes to a clever one, if there is any; till he has satisfied himself that he has given a fair opportunity to the boys of the class to show how they have been taught. The object of the examination is not to ascertain whether the boys have a great proficiency, but whether they have been well taught.

286. Is it your idea that the inspector should announce to the master in any way the opinion that he entertains of the boys' answering, or is he to reserve that in his mind?—I think he should exercise a certain discretion in what he does.

287. Supposing he exercises a discretion by saying nothing, but calls out three dull boys and they answer badly, and he says nothing and gives a bad report afterwards, don't you think that that will lead to great complaints of partiality, and to the schools protesting against it?—In the first place I think the inspector must be a person of intelligence, and that in examining the class, he will give the boys of the class a fair opportunity of showing how they were taught, and he will consult with the master or not as he thinks expedient; and he will not leave the class until he had satisfied himself that he had given a fair opportunity to them to show what the system of education in the school was.

288. Do you not think that there would be considerable diversity of opinion as to what was a fair chance?—Yes, just as there is diversity of opinion shown in the examination papers by examiners.

289. Is not the diversity of opinion in that case the same to every boy?—Yes, every boy must take his chance, and in the case of inspection, every school must take its chance.

290. Do you not think that it would lead to all sorts of complaints to have the results fees paid to schools in this country dependent on the idiosyncrasy of an inspector?—Why in this country?

291. Any country?—I think there would be objections made; and I think a suggestion has been thrown out how to deal with such objections, namely, that there should be an appeal to the Board.

292. Do you think that the Board would be really

capable of entertaining such appeals if made to it?—I should hope that the Board are capable of hearing such appeals. I do not think they would be very numerous.

293. Would it not throw a responsible duty on a Board which is practically not competent to enter into these questions?—I think the responsibility of the Board, as it is, is very great.

294. Don't you think that that would be increasing it?—No, it would be altering it.

295. Don't you believe that the tendency of inspection would be to make the inspectors give good certificates to schools very freely?—Well, I should like to distinguish that. If the whole amount were to depend on the report of the inspector, as some have suggested, that is to say, if the school were to get the whole grant if he made a favourable report, and were deprived of the whole if the report was unfavourable, then I think there would be a difficulty in the inspection. But I propose that for several years it should be a system in which only a portion of the grant is made dependent on the report of the inspector, and during that time the country will be gradually trained to the system of inspection, and the Board will be itself trained in knowing how far inspection can be usefully carried on, and the inspectors will be trained in their work, and I think, after some experience, it would be quite possible that a body of inspectors should be appointed in whom the country would have full confidence. I agree that your objection would be a very strong one against introducing a system all at once in which the grant to a school would depend entirely on the report of the inspector.

296. The objection, of course, would be reduced if only portion of the grant depended on it?—Yes, very much.

297. But still the objection might exist?—I admit that the difficulty is a real one, and inevitable in any system of distributing an endowment.

298. Is it your opinion that these inspectors would classify the schools in the way you state—that they really would carry it out?—I do, especially if the further suggestion I made to-day were adopted—namely, that the inspection should be divided under certain heads, and a maximum of marks allowed for each head; that they could then give a mark under each head, which would fairly represent their judgment of the school under that head, and that the total marks so obtained would fairly represent their judgment on the school as a whole.

299. You will admit that you may be wrong in that opinion?—I may be wrong in everything.

300. And that the tendency of these inspectors might be to let life go very easy, and, where they did not find anything very egregiously bad, report that the school was excellent?—The same is true of examiners. They may take life easy and prepare the papers very carelessly.

301. That is the same all round?—Every boy must take his chance in an examination, and every school must take its chance under the system of inspection.

302. For a moment I want to assume that those are right who maintain that the inspectors would take life easy and report schools as excellent unless there was something very radically wrong. Supposing that that be so, would not the effect of that be that the schools, which up to the present, under the system of examination have been shown to be inferior schools, would get a much larger proportion of the grant than they do now, and that the good schools would consequently suffer?—If you assume that the inspectors are not suitable to do their work, then undoubtedly you will have some inconvenience following.

303. I am not asking you about any inconvenience. I am asking would not that result follow? That the schools which heretofore have been getting large grants would get small ones, and those now getting small grants would get large ones?—I do not think so at all.

304. My assumption is that the inspector reports equally well of both, and, as the amount of money is limited, if the schools that heretofore got small grants now get the same amount as the good, will not the good suffer?—No; because, if the schools have the same report on inspection, then the result would be that the quality of their teaching would be judged equal, and the payments would be in proportion to the amount of their teaching. The amount of teaching in a large school is greater than in a small school, and therefore the schools that have heretofore gained large grants will continue to gain them.

305. On account of their numbers?—Yes.

305A. But not on account of the quality of their work?—No, because according to your supposition the inspectors report the schools to be equally good.

306. I take two schools of exactly the same size and the same number of pupils, and under the Board one receives through passing a larger percentage of boys a much larger amount than the other, when both go before the inspectors, in both cases the inspector reports that they are the same quality—excellent, and consequently both get the same amount of grants. The amount of money divisable amongst all the schools being fixed, will not that result in what I call the good school—which has hitherto got a larger amount through having passed a larger number of pupils in different subjects—suffering?—I understand your case to be this. There are two schools of exactly the same size, one good and the other bad. The inspector reports them to be equally good. Of course then there is an injustice done.

307. Will not that injustice necessarily arise if the people are right who say that inspection will lead to schools being passed very easily by inspectors?—If they assume that two schools, one of which is good and the other bad, are reported equally good, that evil will follow.

308. Might not that be an explanation why some of the best schools are not in favour of inspection?—I cannot answer that.

309. Are you aware that some of the best schools in the country have declared in the papers which they have sent in that they are opposed to grants being made solely on the basis of inspection, and I ask you might not that be a very rational explanation of their dislike to having the grants dependent solely on inspection?—I cannot say what their grounds are, but, if that is their explanation, I call it irrational, because it goes on the assumption that the inspector will report a good and a bad school as being equally good.

310. I am afraid that that irrational result is not so very impossible as you seem to think?—Of course you might make exactly the same case against examination. You might suppose that examiners would give the same marks for good and bad answers.

311. But I have remarked already that there he gives it all round, whereas here, if the competition is between schools, if the inspector in an inferior school gives a good report where it should not be given, the good school will suffer from it, whereas in the written examination no school suffers from his idiosyncrasy—they are all in the same boat, and there is no partiality to one more than another?—But the pupils suffer, and the schools too suffer by the loss of results fees; and if you inflict injustice impartially all round, I do not think that such impartiality is a very desirable thing.

312. How often do you propose that this inspection should take place?—That I have not considered, but as often as would be necessary to make it thoroughly efficient.

313. Have you not formed any idea of how often it would be necessary in order to make it thoroughly efficient? Is not that a very important point?—I have not carefully thought out that. I would say that once a year would be ample to report upon the buildings, the lecture halls, and the recreation grounds. As regards the methods of teaching and

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the course followed it might be useful to have two or three visits—a long visit with a thorough inspection, and then an unexpected visit to review the school. But the question as to the details of carrying out the system of inspection would be a matter for the Board itself to consider. I will only say that if my recommendation be adapted you will have had for several years the experience of the inspection upon a limited scale before you reach the establishment of inspection as the sole means of making the school grants. And, moreover, if the inspection upon a limited scale were found to be only partially successful, you would then have ground for not going on with the ideal system, which would be found not to be practicable. I wish to press this point very strongly—that I myself do not consider it desirable to begin with the ideal system, but to introduce it gradually, so that you can feel your way as you proceed, and see how far you can carry the system of inspection with advantage to the cause of education.

314. Do you think that it is to the managers the grant that would be made under this system of inspection should be paid?—I think so.

315. And in no way for the teaching. You would not give the grant in any way to the teachers. You know the suggestion has been made that the teachers ought to be secure in getting payment for the results that they have accomplished?—I have not thought of that question. At present the whole of the endowment that goes to the school is given to the manager. It may be found desirable to introduce a change, but I have not suggested it, and I have not considered the question.

316. Do you think what is known as the religious difficulty would be likely to arise if it were proposed to give payments directly to managers of schools upon the report of an inspector?—Well, upon that point I have two things to say. First, I would submit that the religious difficulty, whatever it may be, ought not to be accepted as a sufficient reason for imposing an unsound system of secondary education upon the whole country for all time. Secondly, if on full consideration it be found that the religious difficulty offers an insuperable obstacle to the establishment of a sound system of secondary education under this endowment, then I have a suggestion to make, and I think a very simple one, which will get rid of the religious difficulty at once and for ever.

317. What is that?—Take the results of the Intermediate examinations for the last five years; ascertain from these results how much money has gone to Catholics and how much money has gone to Protestants under the existing system, with its perfect impartiality; determine the proportion between these two amounts and divide the endowment between the two denominations according to that proportion. The proportion might be revised at the end of ten years if found necessary; the religious difficulty would then no longer exist.

318. Do you think that that is the religious difficulty made in Parliament—that one denomination would get more than another. Is not the religious difficulty this—that a certain party in England are opposed to any endowment of what they call religious teaching, and that they would fear that if these sums were paid to particular schools in this way upon the report of an inspector and nothing else, not on the result of the examination in secular subjects—they would fear that the money might be devoted to teaching religion. Is not that the real difficulty?—I understood you to refer to the religious difficulty that would arise on the part of the schools, which would be apprehensive that in the distribution of the endowment perfect impartiality could not be observed under a system in which the grants were made according to the report of inspectors, and that was the religious difficulty for which I proposed the solution. As to the other form of the religious difficulty, namely, that Parliament would be unwilling to make a grant which could be applied denominationally in schools, I have another answer which of course is altogether different because the difficulty is entirely of a different character. Undoubtedly Parliament would not have made that distribution of endowment twenty years ago, when the Intermediate Education Board was first established. But during the twenty years during which it has been established the various schools in Ireland have been thoroughly tested under a severe system of competitive examination, and everybody thinks that we have now had enough of that competitive examination; and moreover, it is universally felt that this competitive examination is antagonistic to a sound system of secondary education; and I believe Parliament would now agree to a system of distribution which would be consistent with good methods of education. Moreover, Parliament has practically agreed to a distribution of that kind of a very large endowment through the action of the Privy Council in Ireland. The Educational Endowments Commission drew up a scheme for the Royal Schools, and that scheme went before the Privy Council, and the Privy Council having considered the scheme sent it back to the Educational Endowments Commission with a recommendation to divide the endowment between Catholics and Protestants in a certain distinct proportion which they suggested. The proportion was half and half, and that proportion was adopted because the endowment applied to certain northern counties in Ireland, where the school-going population was about equally divided between Catholics and Protestants. Therefore I do not regard the second form of the religious difficulty as an insuperable objection to my proposal.

319. Do you consider the example exactly in point? Were not these endowments the result of private benefactions in the past?—No; confiscated lands in Ulster.

320. They are not the result of public money divided by Parliament?—They were public grants made by the Crown.

321. Rev. Dr. SALMON.—I think the religious difficulty is simply this. You know how in practice the inspectors are appointed—so many of one religion, and so many of another, and if an unfavourable report was given by an inspector of a different religion would there not be likely to be great dissatisfaction, and all that confidence that exists at present in the impartiality of the examination would disappear?—If that difficulty is insuperable, then I say divide the endowment between the two denominations.

322. Then there would be quarrelling upon the system upon which you propose to divide it.

O'CONOR DON.—Don't imagine that I have been asking these questions in a hostile sense to your view. I want to get an answer to the objections that I know will be raised to your proposals. I want to see if those objections were placed before myself what answer I could give to them.

324. Rev. Dr. SALMON.—O'Conor Don said about the result of an inspection where you don't examine all the boys, but only two or three selected boys, it makes all the difference in the world whether the specimen boy you take is a bright boy or a stupid boy. If you take your boy at random, if he is satisfactory to the schoolmaster, he will be quite contented; if not, he probably will suggest another boy. But I doubt whether any kind of a system where you don't examine all the boys would give satisfactory results.

325. Rev. Dr. TODD MARTIN.—In regard to that last point you raised, the settlement to which you referred in the case of these endowed schools, was not a settlement by Parliament?—It was not, but it was open to any person who objected to that scheme, to have it brought before Parliament and object to it there. Therefore, although it had not the formal approval of Parliament, it had, in a certain sense, its tacit approval.

326. There is a distinct difference between going to Parliament and asking for a division, and allowing Parliament to intervene if anyone went to Parliament?—There is; but I think that there would be far less difficulty in obtaining the sanction of Parliament for applying an endowment already existing, in a manner satisfactory to the country generally, than in obtaining a new endowment to be divided in a particular way.

327. As I understand your scheme, you propose in the room of a written examination to introduce an examination into the efficiency of the teaching?—Yes.

328. The distinctive characteristic of your scheme is, I think, that instead of examining the pupils you examine the teachers?—I would rather say the teaching.

329. I accept your expression. Now, in regard to that you must have thoroughly trusted inspectors?—Yes.

330. That is indispensable. You must also have men who educationally are fully on a level with any of the masters in these schools?—They must be fully on a level as inspectors, but not necessarily as teachers. They must have the qualifications of an inspector in a high degree.

331. Might I ask what these are?—Well, it would be very difficult to define them off hand.

332. I will come at it in this way—suppose you have at the head of a school a distinguished student of Trinity College, and you appoint an inspector of quite an inferior collegiate or university rank, will it be satisfactory to send him in to test the work of the school?—If he is a thoroughly qualified inspector, yes; if he is not a thoroughly qualified inspector, no. But I do not think that university grades are absolutely necessary as a test for inspectors, just as they are not a test for members of the Intermediate Education Board.

333. But you see the members of the Intermediate Education Board select the examiners; they don't examine themselves?—But they are the final Board of Appeal.

334. The inspectors go in and examine and test?—I think educational experience and natural intelligence are the principal qualifications, rather than university degrees.

335. I think your scheme will have the practical effect that there will be a third mode of examination, that is, an examination of inspectors, testing all over the country the quality of these men. Are not the heads of the Irish Intermediate schools—the majority of these schools—are they not eminently men of education and position?—They are.

336. I am not speaking of the teachers, but of those behind the teachers?—They are. And I take it that if they have efficient teachers they need not fear that if their system of teaching is inspected they will be deprived of their share of the endowment.

337. But the inspector will be under the most searching scrutiny, and if there be any defect in the inspection or any reasonable ground for supposing partiality, or unreasonable ground for supposing partiality, any apparent ground for it, will there not be a constant rising up of difficulties?—There will be difficulties. There are difficulties in all good work, but the difficulties must be faced.

338. Take the present system. The Act did not aim at setting before the country an educational ideal?—No.

339. As I understand, it found Ireland with quite a number of educational ideals in operation, and instead of selecting any ideal it said, "Send us in your instructed pupils; we will examine them, if they reach a reasonable degree of proficiency we will pay you, and we will take no notice whatever of the internal arrangement of your school"?—That is so.

340. That of course is not setting an ideal before the country at all?—No; the Act did not propose to set an ideal of education before the country, but the working of the system has inevitably set an ideal before the country, and that ideal is simply the passing of examinations under the Intermediate Education Board, and it dominates the whole system of secondary education in the country.

341. In the case of schools under School Boards, containing men of experience and of great ability, as I know some of them do, is it not strange that these evils reached the magnitude that is indicated in your answers as existing—that is to say, that the teaching is bad and the selection of subjects a bad selection. That was the purport of your evidence?—The selection of subjects by whom?

342. By the teachers in the schools?—Oh, yes.

343. I understood in your answers that the present system has operated in this way, that it has led to the prevalence in Irish schools of bad methods of teaching?—My evidence rather is that its tendency is to encourage bad methods of teaching. I was asked the question whether it had actually established bad methods, and I think I answered that I was not sufficiently in touch with the schools to be able to give evidence on that point. My evidence is that its tendency is to encourage bad methods of teaching.

344. The practical question is, whether its operation has been such as to make prevalent a bad system of teaching, and the selection of subjects of teaching that are not good educationally or for the future good of the pupils. That is what we have to consider; and I want to know from you whether, as far as you have heard, and as far as your experience goes, you think to any great extent that evil has sprung up and prevails?—I have no actual knowledge of that, and I rather think that the evil is only at its beginning. But what I feel is that if a change be not now made, and if the present system be made the permanent system of the country, the evil will grow to very great dimensions.

345. But the evil cannot grow, as it seems to me, without the consent of the heads of the schools, and those practically guiding education in this department?—Without their concurrence, yes.

346. Without their concurrence?—Yes. They have concurred already in some respects in these evils, by the neglect of the practical teaching of physics and chemistry, and by the omission of these subjects which are found not to "pay." I should say, however, that some teachers have remonstrated with the Board again and again against the system which prevents them from teaching these subjects. The Board has been asked over and over again to allow the subjects of physics and chemistry to be taught in the Preparatory Grade, and that by the teachers in the schools. Therefore some of the teachers have not acquiesced in the evils, but have remonstrated against them.

347. In regard to the extent of that evil I think you mentioned in your evidence that one-sixth only of those who pass through as students under the Board go to the learned professions?—That is the estimate I make of those who come under the operation of the Board.

348. Here is the difficulty that occurs to me in regard to that. I take it from the report that there were last year 3,179 pupils who presented themselves for examination in the Junior Grade?—I have the exact figures here for 1897. In the year 1897 the total number of boys examined was 6,661; girls, 2,216; total, 8,877. These were divided in grades, thus—Preparatory—Boys, 2,427: Girls, 714; total, 3,141: Junior Grade—Boys, 3,179; Girls, 1,090; total, 4,269: making a gross total for the Preparatory and Junior Grades of 7,410.

349. You include girls in that?—Yes.

350. Take the boys only?—I did not make the tot for boys. The girls are an integral part of the system.

351. But in regard to this particular point?—Might I just finish the returns I have here?

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352. You need not revise the figures. It struck me that one-sixth going to the learned professions of students covering so many years was a very small proportion when you take account of the number of the priesthood of your own Church, the number of the clergy of the Episcopal Church, the number of the clergy of the Presbyterian Church, all of whom require to take a grammar school education. Then, if you take the legal profession, the medical profession, the sons of those who consider that learning Latin and a little Greek is proper for an educated gentleman; and if you take all those others in the country—the teachers, for example, that require a grammar school education—does not one-sixth seem a very small number?—That seems to me a vague way of making an estimate when we have the actual figures of the examinations to guide us.

353. When you take all these professions in this country, and all those sent out by these professions to the colonies and the civil service and other appointments abroad, there is a very large demand for grammar school education in Ireland?—I take it that no pupil can be considered to have made satisfactory progress in a grammar school education who stops at the junior grade; and my estimate, based on the figures of the Board, is that five-sixths stop at the junior grade. If five-sixths stop at the junior grade, then you may say roughly that all who go to the universities and to the learned professions must be taken from the other one-sixth. This is not absolutely true, but roughly so. There are a certain number of pupils who come up from the junior grade and matriculate in the Royal University. They pass the Matriculation Examination instead of passing an examination under the Intermediate system.

353A. Dr. BARKLEY.—Have you considered that perhaps three out of seven who enter in the junior grade enter again a second time in that grade, so that you may have two examinations in the junior grade as compared with one examination in the middle and senior grades?—Yes, I have thought of that, and it is a circumstance that complicates the calculation. I believe that the average number of times that a pupil comes up in the preparatory and junior grades is greater than the average number of times in the middle and senior grades, and this, of course, should be taken into account. Your criticism is quite correct. But what I wish chiefly to insist upon is that a comparatively small proportion, which I roughly estimated at one-sixth of the pupils who come under the operation of this scheme, go to the learned professions and to the universities, and that the large majority become merchants, shopkeepers, farmers, engineers, and artizans.

354. Rev. Dr. TODD MARTIN.—One of the points you pressed was the discouragement of commercial education, of the education suitable for those who go to commercial pursuits?—I should rather put it this way—that the encouragement given for the commercial course is distinctly less than the encouragement given for the grammar school course, and that under the operation of this system the course which gets the least encouragement is practically killed, because the tendency is to choose the course that pays best.

355. I should like to get from you how it is that the course on the commercial side is in this way placed at a disadvantage, because the student, while undertaking a certain number of subjects and making up the subjects in the Junior Grade to 6,000 marks, may select the subjects for those 6,000 on either side of the course he chooses. Why should not a teacher say to him: you select your 6,000 marks on this side of the course?—Well, I have put that question to many head masters, and they say that they cannot earn the same amount of money on the commercial course as on the grammar school course.

356. I was not thinking of the commercial or the grammar school. But, for instance, in subjects for a boy you have commercial French?—But I hold you have no commercial French at all in your system, because commercial French should include speaking the language and understanding it when it is spoken.

357. Well, now, could not the student take on the side of modern language all the subjects suitable for a candidate for a commercial appointment—select subjects that would pay the master on the aggregate just as well as on the other course?—No; because the marks assigned are not in proportion to the difficulty.

358. But is it not possible for a teacher to raise 6,000 marks for a boy on either side of the course?—Well, you have to remember that the question for the teacher is what will bring in exhibitions and results fees both, not what will bring results fees only.

359. But he is not directly and personally interested, except as a good advertisement, to attach more importance to the exhibitions than to the results fees?—The exhibitions make a name for the school and bring in pupils.

360. Well, now to come back to the point I was at before, the thing that seems strange to me is that the distinguished heads of schools and the governors who take charge of the schools should be so dominated by the notion of making the school successful in results fees and exhibitions that they should sacrifice to it not only effective teaching in each school, but also the future of the pupils?—Well, I should rather not offer an opinion on that point. I should rather allow my evidence to stand on the reasons I have given.

361. Another question—would not the best system of teaching render the best results?—Under the present system?

362. Yes?—Certainly not as regards exhibitions and results fees.

363. But supposing the pupil is carefully taught to exercise his judgment and persevere at his work, and also exercise his memory carefully, will not that pupil be likely to succeed at the examination?—I think not as well as if he was prepared simply to pass the examinations.

364. He would be certain to succeed, I should think?—If you get a body of teachers who will follow the best system of teaching irrespective of examinations, they will get results, but less than those who follow the other method.

365. You believe that this kind of teaching will not bring the average pupil up to what is required? I believe a great deal of time will be spent in doing what the Board does not recognise at all.

366. Of course the Act of Parliament did not propose to pay for more than the subjects presented for examination?—I hold the Act of Parliament to be the root of the whole evil.

367. But supposing an efficient teacher is working his pupils for a pass, will not a thoroughly careful teaching of these pupils bring them to the degree of merit required for the average boy?—I think it will. But no teacher is thinking of this result only; he is thinking of exhibitions and prizes, and he will be very much behind if he does not teach according to the method that will satisfy the examiners.

368. Now, taking the exhibitions and prizes, suppose a boy has been thoroughly well taught—ideally taught—in all the subjects, as far as it can be taught within the limits, will not he have as fair a chance of scoring high as if he were crammed?—No, certainly not, in my opinion.

369. Then I should expect, Dr. Molloy, that when we take the highest exhibitioners on the list, we should find that in after life these exhibitioners fall back and others take their places?—That would be a very interesting inquiry, but very difficult to make. The attempts that I have seen made are unsatisfactory; because the inquiry is confined to the success

of the pupils at university examinations, the civil service, and the army; but all that only shows that the pupils have been well trained to pass examinations.

370. The plan of having one pass fee, which was suggested, would that not have the difficulty of making a school pass on the very narrowest limit of subjects that could be passed?—No doubt that plan would leave the schools free to earn their share of results fees on a very limited pass; but I maintain that such freedom is of great advantage to the school, and if the schools were left more free from the cramping influence of the Intermediate system, they would select those subjects suited to the future career of their pupils, and would give a very much better education.

371. In the proposal, I suppose it is intended to be permanent in its working, embodied in your scheme, you provide that inspectors should inspect the schools under five heads. They set down the figure under each head, and the Board pays accordingly?—In the transitional state?

372. Yes?—Not exactly. My proposition is that in the transitional period, the Board should add to the amount of money which the school receives on the written examination a percentage determined by the mark obtained for inspection.

373. Yes. Now would it not be extremely difficult to classify schools as you have suggested, and would it not create great heart-burning if it were done? The suggestion has been made already that a school richly provided in buildings and equipments would then be regarded as excellent?—Under that head?

374. Yes, under that head; and so if you take a teacher who is poor and struggling to provide the funds for a school and equip it, or a local board, and they come to the State and say we are doing excellent work in teaching, and the State answers we shall pay you for your teaching, not according to the quality of it, but less than in the case of a school that is properly equipped?—The principle involved in my proposal is the principle involved in the system at present, namely, that it recognises only work already done, and that grants are not made for work to be done in the future. The only difference in my suggestion is that it recognises certain features which are not recognised at present, namely, the efficiency of the teaching, the material, appliances, the character of the halls and buildings, and so forth.

375. The report of an inspector in that case would of course be a very important matter, because it would not only prevent the school in some cases from getting the full results, but also hinder them even in the future. Say the school has received the maximum one year and is then lowered by the inspector, by that lowering its power of earning is greatly diminished?—But it will be increased if it gets a good report.

376. Yes?—And is not that a good thing?

377. Yes, but the difficulty is that it throws a great responsibility on the inspector and subjects him to scrutiny that would be very severe?—Undoubtedly; but it is not so great as at first sight it might appear. It is simply an addition to what the school may receive on the written examination. The extreme amount would be 50 per cent., and that would be only one-third of the whole grant. That percentage would be obtained only by a few, and I dare say it would be a fair estimate that the award on the inspection would be on the average about 30 per cent.

378. Dr. BARKLEY.—You say that one of the good points of the system is that it has compelled the introduction of the best text-books in the schools; is that based on your own observation?—It is based partly on my own observations and partly from what I have heard.

379. And then you complain of the tendency to lead teachers to adopt a bad method of teaching, and you give as an illustration a review of a cram-book on algebra?—Well, in the first place I carefully avoided the word cram, because I look upon it as not having a definite meaning.

380. But the criticism which you quoted from "*Nature*" may be summed up by that term, though you did not use it?—Yes, but the book which I referred to is not a book adopted by the teachers, but a book written for the purpose of helping teachers.

381. But did the teachers use that book?—I don't know; but I think on the whole the text-books used now are a very considerable improvement on those in use before 1878.

382. Well under the heads of other courses of education you refer to something done by the Christian Brothers before the Intermediate system came into the field. You refer to the elements of commercial and industrial education being taught in some of the larger towns in Ireland?—Yes, particularly in Dublin, Cork, and Waterford.

383. Can you refer to any publication or person who would give us information on the subject?—I think Brother Burke could do it; he was at the head of the school in Cork for a long time.

384. Could he tell us why this course was discontinued?—I think so. But the Christian Brothers have sent in memorials from time to time pointing out that these subjects are not sufficiently remunerated or encouraged.

385. Was this teaching connected with secondary or primary education?—The Christian Brothers selected from their primary schools those boys who showed an aptitude for a higher career, and they had special classes for the training of these. I took an opportunity to ascertain what proportion of the boys of the primary school went to the secondary, and it was about one-fourth or one-fifth. Now, that is a class of boys who to my mind, when they show ability, are fully entitled to share in the endowment which is intended for secondary education in Ireland.

386. In the case of your transitional scheme the reports of inspectors and the results of examinations would be, to a certain extent, a check upon one another, but in the case of the ideal scheme the grants to schools would be based only on the reports of the inspector. But the same inspector cannot go round a number of schools amounting to almost four hundred and personally satisfy himself. How would you eliminate the personal equation of each inspector?—If you adopt my provisional scheme you will find how it works at the end of a few years, and whether it would be better to dispense altogether with the written examinations, or to keep them as a check on the reports of the inspector.

387. Then you don't wish to set forward your ideal scheme as a scheme that should be ultimately adopted in any case?—No; not at present.

388. In addition to the exhibitions awarded in the middle and senior grades there are a large number of exhibitions retained from lower grades: do you approve of this, or would you make all rewards to pupils depend on the answering in the grade in which they have been examined?—I would propose to have only two examinations for exhibitions in the Intermediate course: and I would make the exhibitions tenable for two years, subject only to the condition that the candidate continues his education. I should like in connection with that to read one short sentence from Matthew Arnold. Mr. Arnold says, in his book on the Higher Schools and Universities of Germany, page 45, "that the examination test is an illusory test as it is used in our public service apart from the process by which the candidates are trained." And later on: "That a boy shall have been for a certain number of years under good training is what, in Prussia, the State want to secure; and it uses the examination test to help to secure this. We leave his training to take its chance, and we put the examination test to a use for which it is quite inadequate, to try to make up for our neglect" Now that is exactly true of examinations of the Intermediate Board. The Board leaves the training to take its chance, and puts the examination test to a use for which it is quite inadequate to try to make up for this defect.

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Right Rev. Monsignor Molloy, D.D., D.Sc.

389. There is just one other point that struck me. You say when you come to modern languages if the school does not submit to oral examination no result fee whatever should be taken?—Perhaps that is a little severe; but my view was that if a school deliberately declines to teach the pronunciation of a foreign language, its teaching should not be recognised.

390. Even if its teaching were on the same basis as that of the ancient languages?—I think so. I think it is a great educational scandal.

391. Most Rev. Dr. WALSH.—You spoke of the rigid mathematical accuracy with which the results are brought out under our present system. Is it your opinion that there is no element of chance?—There is a great deal. But, as O'Conor Don said, it is an equal chance all round.

392. Are you aware that it is not a chance equal all round; that under the system as it is now worked there is a door left very widely open for the admission of chance as between different students?—I think the element of chance is always there.

393. As between the students, must there not always be a very large element of chance that the written answers of one set of students are read by one examiner, and the corresponding answers of another set of students are read by another examiner?—Yes.

394. Well, you may take it from me that this exists very largely. Do you not think, therefore, that the elements of chance exist very largely under our present system?—Yes, but of course that may be provided against, without altering the system, by having the papers examined by one person.

395. It has never yet been found practical. Now, will not the adoption of the provisional or tentative way of working which you propose enable us to ascertain whether there is any serious difficulty in connection with the religious question?—Yes; and it will give you facility for doing that with practically no risk.

396. And that would be a great advantage in adopting your system, that it would be tentative until we saw that it was safe?—Yes.

397. Are you aware that under the National Education Board there are a large number of inspectors Catholics, and a large number Protestants, and that on the results of their inspection the amount to be aid to Catholic schools on the one hand, and to Protestant schools on the other, largely depends?—Yes.

398. Have you ever heard it suggested that the fact of our having Protestant inspectors in schools under Catholic management, or Catholic inspectors in schools under Protestant management, has led to any inconvenience on the ground of want of impartiality?—I don't think so.

399. Now, as to another matter, one of fundamental importance—I take it that in your opinion the system which makes the amount of grant to be given to a school depend upon the number of pupils who have passed an examination is a bad system from an educational point of view?—Yes, especially when it is only a written examination.

400. Is it not in your opinion a bad system, not merely in the sense that it leaves out something that ought to be provided for, but also in the sense that it turns the work of the school in a wrong direction?—Yes, it encourages a bad system of education.

401. Well, seeing that the continuance of this system of results under the Intermediate Act is compulsory—that we must spend a large grant of £80,000 a year in carrying out a mischievous system—do you not consider it of high importance in the interests of Intermediate Education in Ireland that the Act which obliges us to work on this wrong line should be amended?—Yes, I think so.

402. And that it should be amended with the least possible delay?—Yes.

403. The grant at the disposal of the Board is spoken of as £80,000?—Yes.

403A. Is not that made up of two parts—one, the income from the original endowment?—Yes.

404. The other part stands on a different foundation: it comes to us under a rather recent Act, the Local Taxation (Customs and Excise) Act, which gives it to us only in a provisional way, "unless Parliament shall otherwise provide"?—Yes, the one is £27,500, and the other has been about £50,000 a year, for the last three years.

405. The smaller one is the only one we can count on as a permanency?—I count on the whole as being permanent, though it is not absolutely secure.

406. Rev. Dr. SALMON.—You cannot absolutely count on it. It may be taken from you at any moment?—I think, if you make a good use of it, it will never be taken from you.

The witness withdrew.

The Commission adjourned until the following morning.

SECOND DAY—THURSDAY, JANUARY 12TH, 1899.

Jan. 12, 1899.

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

LOUIS PURSER, D.LITT., Fellow of Trinity College, Dublin, examined.

Louis Purser, D.Litt., F.T.C.D.

407. CHAIRMAN.—Dr. Purser, you are a Fellow of Trinity College, Dublin?—Yes.

408. And you are also Professor of Latin in the University of Dublin?—Yes.

409. And, before you became a Fellow, I think you were one of the classical masters at Wesley College and Kingstown School?—Yes.

410. In those capacities, of course, you have had considerable experience in the practical working of the Intermediate Education Act?—I am afraid not. Before the Intermediate education came in, I stopped teaching, and began to read for a Fellowship—just when the Intermediate education came in.

411. Then your experience of the effects of the Act of 1878, if any, have been obtained by your examining in Trinity College?—Also I examined twice in the Intermediate examinations.

412. In the one way or the other, you have a certain amount of experience of the working of the Act?—A considerable amount of experience. Of course, several of the younger members of the family have been in for the Intermediate, and I have heard a great deal about it, and talked a great deal about it and soforth.

413. You have been good enough to send us in jointly with Dr. Gray, a paper in answer to our questions?—Yes.

414. And I take it that the answers that have been sent in embody the joint opinions of both you and Dr. Gray?—Yes.

415. I will first take the questions of principle as distinct from the questions of detail. I see by your answers that you are of opinion that *viva voce* examination is imperative?—In certain subjects.

416. And of supreme importance in certain subjects?—Yes.

417. I shall first take the natural sciences—natural philosophy and chemistry?—Yes.

418. Are you of opinion that there can be any real test by examination in those subjects without *viva voce* examinations?—Most inadequate.

419. Would you think that *viva voce* examinations ought to be carried out in a laboratory so that it would be a practical examination and a proof of real work?—Yes, certainly.

420. Modern languages: In your opinion can there be any real test of the efficiency of teaching in modern languages without *viva voce* questioning?—To a considerable extent; but I think it would be a very curious sort of learning that was not able to pronounce the modern languages.

421. The object being to test in the best manner the efficiency of teachers, are you of opinion that such a test would be furnished by a written examination without *viva voce* questions in modern languages?—I think to a considerable extent.

422. It would be?—Yes; for example, you could teach French the same way as you teach Latin.

423. Do you think there can be a satisfactory examination in Latin without *viva voce* questioning?—Yes, I think a very fairly satisfactory one.

424. What about accentuation and pronunciation?—I think you could get a very fairly satisfactory examination in Latin, but it would be much more satisfactory if you could get them to read a bit.

425. The questions I am asking you at present are not in reference to possibility: that will be a subsequent matter. I am trying to ascertain what is your idea of an efficient test of teaching, and I understood from your paper that you were of opinion that it was imperative and was of supreme importance that there should be *viva voce* examination. Is not that so?—Yes.

426. Do you wish to limit that to any particular subjects or to extend it to all subjects generally?—I do not think it is at all necessary in mathematics. I think it is of very considerable importance in the ancient languages, of very great importance in modern languages, and of very great importance in chemistry.

427. I gather also from your paper that you are of opinion that to constitute an efficient system of rewards the results of these *viva voce* questions ought to count towards prizes and exhibitions?—Yes.

428. In other words, you consider that with part of the examinations in writing and part *viva voce* allotting the exhibitions solely upon the results of the written answers would be an erroneous principle?—Yes, I think so.

429. And unfair to the pupils?—I think so; yes.

430. And unfair to the teachers if you take it as a test of teaching?—Yes, I think so.

431. I also gather from your answers that you are of opinion that at the very least one-half of the results fees ought to depend upon the reports of an inspector?—Yes.

432. And that it should be the duty of that inspector not only to inspect the buildings and observe the character of the teaching but also to examine the students in such subjects as *viva voce* examinations are required in?—Yes.

433. I assume then that you would not consider a system satisfactory in which the results of *viva voce* examinations could not be taken into account in awarding exhibitions, and in which one-half the amount of the exhibitions could not be made to depend upon the inspector's report? These are two matters that you have told me you consider desirable?—Yes.

434. Supposing you have a system of examination, so constructed that neither of those two elements can exist in it, would you or would you not consider it a satisfactory system?—I consider it unsatisfactory.

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435. Now, if I tell you that the system established by the Act of 1878, incapable of being altered by any rules under it, is such that the results of *viva voce* examinations by inspectors at the schools could not be taken into consideration in awarding the exhibitions, would you consider that it was of supreme importance that the system should be altered by Act of Parliament?—Perhaps "supreme importance" is a little strong.

436. Well, use your own words?—Desirable.

437. Then, according to your experience, it is desirable that this system should, to that extent, be altered?—Yes.

438. There are some matters of detail that are mentioned in your answers. I suppose we may take your answers, generally, as indicating your opinion in reference to those?—Yes.

439. Would you wish to add anything to them or would you wish that I should call your attention to them in detail?—I do not think I should wish to add anything to them.

440. I see that you are of opinion that history should be made a special subject?—Yes.

441. You are of opinion that the Preparatory Grade examinations should be discontinued?—Yes.

442. Have you at all considered the effect upon competition amongst children of such tender age as are admissible to the Preparatory Grade?—Yes, I have.

443. Now, if the Preparatory Grade be, contrary to your opinion, continued, would you be of opinion that at least there should be no competition in it?—I do not think that there should be any exhibitions in that grade if it is continued. I may say that the reason I put this forward first was simply for economy's sake, to save money for the inspectors. I think three examinations are ample.

444. Have you at all considered what is the true distinction between Primary education and Intermediate education as contemplated in this Act?—I do not think I have.

445. There is one matter that you attach some importance to, that is the revision of the examination papers?—Yes, I have a strong opinion upon that.

446. From time to time you have had an opportunity of seeing the examination papers?—Yes.

447. Now, would you have the goodness to tell me generally the opinion that you have formed in reference to the examination papers as a whole?—Well, I have not sufficient knowledge of any except the Latin ones. I consider, in the first place, that there is too much attention given to formal grammar, and in the second too much attention given to what I might call abnormalities rather than to normal things; for instance, I mean they set a line for the candidates to scan, which is a very abnormal line, instead of a normal line. And I think there are too many marks given to the set portion.

448. That is, to the prescribed authors?—Yes, there should be very much more unprescribed.

449. Do you observe, then, that a good deal of attention is given to exceptions from general rules as distinct from illustrations of those general rules themselves?—Yes, that is what I mean by abnormalities.

450. Do examination papers of that character rather tend towards what is popularly called cramming?—I think so.

451. You observe that there is one paper of questions for all students?—Yes.

452. Those that present themselves merely for a pass and those that go in for competition?—Yes.

453. Are you of opinion that that is a good system?—I am.

454. You think that is the best system? Does that prevail in Trinity College at present? In my time it did not?—Certainly not. The difficulty I find about that is the matter of time; it would increase the examination to an enormous extent, increase the expense, increase everything. But I think you can practically well make a distinction on a paper between a pass man and an honour man.

455. I am afraid that you and I are not exactly *ad idem*. I am not now questioning you as to what is possible—that is a matter that must afterwards be considered by the Commission—but I want to have the benefit of your great experience as to what would be the ideal mode of carrying out the examinations, with a view to trying to apply to them that ideal as far as is possible under the existing circumstances. So, now, putting out of consideration the question of possibility and the question of the difficulty of carrying out the system, would you be of opinion that, if we could do so, it would be a better system to have two separate papers—one the competition paper and the second the pass paper?—Yes, perhaps, I think that would be better.

456. Of course you have had a great deal of experience in framing examination papers?—Yes.

457. Ever since you have been a Fellow of Trinity College, and probably before that. Are there not some general rules applicable to the framing of examination questions—I mean that a certain number of the questions are rather easy, a certain number are more difficult, and the residue may be very difficult; is not that so?—Yes.

458. If you have the same paper for the pass and the competition, is there not this difficulty, that in consequence of the number of questions necessary to determine questions in competition amongst the best boys there is a difficulty in providing such a number of pass questions as will give the pass students a fair option as to which he will answer?—I do not think there would if there were two papers.

459. Two papers?—Two papers.

460. You think there ought to be two papers?—Two systems would be possible, either to have two papers, ranging from the easy up to the very difficult, or to have one easy pass paper, and the other a very difficult paper.

461. I quite agree. Then you would either have two separate papers, one a pass paper and the other a competition paper, or if you had all the questions upon the same paper, which would be only a difference in detail, you would indicate upon that paper which were the pass questions and which were the competition questions?—Yes.

462. It is more difficult of course for a student to pass when all the questions upon the paper represent only 100 per cent., and the greater number of those questions are competition questions?—Yes, it is of course much more difficult.

463. Take one of your papers in Trinity College; I have a very clear recollection of them myself. Take an ordinary pass paper, about how much per cent. would pass a student? What is the rough general rule?—Oh, about between 30 and 35.

464. That is about one-third?—Yes.

465. Do you observe that if you had a paper that consisted of two-thirds of competition questions and one-third of pass questions, the pass student would be obliged to answer all the pass questions instead of answering one-third?—Oh, but I do not think that; I would give the pass-men much more than one-third.

466. But have you observed that in the examination papers of this Board there are not one-third, not more than one-third, of those pass questions? Have you ever studied our papers—our Latin papers?—Well, I do not know that I have studied them from that point of view.

467. You think that a pass student ought to pass upon answering one-third of the pass questions; is

that it?—If the whole paper consisted of pass questions?

468. That there should be so many pass questions that answering one-third ought to be sufficient to pass him?—Yes. Supposing you had two papers in which five are pass questions; very good, then he has to answer one-third of the five, and he has to answer one-third of the five on the other paper.

469. Supposing there is 100 per cent. represented by pass questions?—Yes.

470. You pass a student on answering one-third, that is 33 per cent.?—Yes.

471. Do you observe that if only one-third of the questions on a joint paper are pass questions he would not pass upon answering one-third of the questions that *prima facie* he would be able to answer?—Yes, but there should not be only one-third; there should be more than one-third pass questions.

472. What percentage do you think there should be of pass questions? Ought there not to be 100 per cent. so that if the student was able to answer 33 per cent., he should pass? Ought there not to be 100 per cent. of pass questions, and then you could have your alternative questions in the competition?—I suppose that would be a possible way.

473. Is it desirable? Will you put yourself in the position of an ordinary pass student. Would he not be in a better position if he had on one paper the pass questions representing 100 per cent., he being at liberty to choose one-third of those, representing 33 per cent. and to obtain a pass upon answers to them, than would be a student who had in a joint paper a number of pass questions less than 100 per cent., and who was obliged to make up his 33 per cent. out of that lesser number?—Certainly.

474. Therefore it would be easier to pass and fairer to the pass student if the system that I suggest were adopted?—It would, I think, certainly. I should like to assume that in the two papers that are to be set there would be one-half of pass questions, which comes to the same thing.

475. Then if there were one-half of pass questions in a joint paper and the other half in a separate paper there would be 100 per cent. of pass questions?—Yes.

476. You think under any circumstances, however, there ought to be 100 per cent. of pass questions for the pass student to choose from?—Yes.

477. I observe you say in your paper that a revision of the examination papers should be made by a small board of experts of widely recognised position, ability and judgment, at least in the subjects in which many candidates present themselves. I suppose you attach a great deal of importance to that?—I do.

478. Do you think there would be any difficulty, from a practical point of view, in carrying that out?—I do not.

479. Do you not think something of that sort is essential in order to give stability to the principles upon which the system is carried out?—I think so.

480. For otherwise it might depend upon the individuality of a particular examiner?—Certainly.

481. I need not say that the greater the number of experts a paper is submitted to the less chance there is of having those curious exceptional questions that you refer to?—I think so. But if you got a really judicious man there would be no necessity to get a great many. You could get certain men who are well experienced in education, I am sure, for a small salary.

482. The examiner in Greek, for instance, should revise the examination papers in Latin, and the examiner in Latin should revise the papers in Greek?—Yes.

483. In your opinion would it be prudent to have a certain amount of fixity of tenure in the position of these gentlemen who had to revise the papers—a permanent board of examiners, or would you say they should be appointed for at least five years?—I think there would be no harm at all provided that these papers were revised.

484. No, no; but I mean the people by whom they are revised?—Oh, yes; certainly.

485. The persons by whom they are revised ought to have a certain amount of permanence of tenure?—Certainly; undoubtedly.

486. One question in reference to the papers in a particular subject applicable to all grades. Have you experienced any practical difficulty—I suppose not—in the graduation of questions applicable to each grade?—Well, I have had so little experience. I only set three papers altogether in the Intermediate, and that was the first time I examined. I submitted them to Mr. Brady, and he considered they were just the sort of papers that ought to be set in the different grades.

487. Did you prepare the papers in all the grades?—I prepared the papers in the middle and the senior and the junior.

488. That is in the one subject, Latin?—Yes, in the one subject.

489. That brings me to a question I am very anxious to have your opinion upon. Are you of opinion that it would be advantageous that the examination papers in all the grades in the one particular subject should be either originally drawn or subsequently revised by the same person or the same Board?—No; they should be made out by the examiners, and revised by the board, and the board should not suggest other questions, but should simply write on the corner "such and such a question too subtle," or "such and such a question impossible to answer," and send it back.

490. But would you be of opinion that all the papers in the one subject, irrespective of the grade that they related to, should be ultimately settled by the same person or board?—Certainly.

491. That would be the most effective mode of having them properly graded?—Certainly.

492. Now I will come to the inspection. You are of opinion that there ought to be inspection of the schools?—Yes.

493. And you are of opinion that the inspectors at the schools ought to examine the students?—They ought to.

494. If that were possible under the Act of Parliament?—In a few subjects.

495. In which subjects?—In the reading of classical languages, and the reading of French and German, and in physics and chemistry.

496. And in the reading of English, I suppose?—Yes, in the reading of English too.

497. What other duties would you impose upon the inspector?—The inspector has two businesses—inspection and examination. I have not indicated it very clearly.

498. Will you tell us now in your own words, first in relation to examination, would you suggest that he should do anything except what you have already said?—No.

499. Now, we will come to his duties strictly as inspector. What would you suggest should be his duties?—His duties should be to see some of the classes examined. He drops in in an unexpected manner and attends a class in certain subjects. He also inspects the school buildings. He then generally reports upon those two points, upon the style of teaching, and also on the general character of the whole school. That is what I was inclined to call inspection, in which the visit should be unexpected, and in which I consider two people should go together, in order to avoid idiosyncrasies; they could talk things over.

500. The object of the inspection would be to judge of the efficiency of the teaching?—Yes.

501. The inspector, of course, would not at all interfere with the action of the teacher?—Certainly not.

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502. He would merely observe?—He would merely observe; yes, and of course, he would make a report on the teaching, and that report would go back privately to the head master of the school.

503. Of course you would be of opinion that all those reports would be confidential?—I think so.

504. So that under no circumstances, could the report of the inspector be made public?—Certainly not; they should be strictly confidential.

505. Have you considered whether the head master should be associated in any way with the inspector, not in such a way as to take an active part in the inspection, but so as to prevent the appearance to the students of his being an over-riding authority?—I think so.

506. So as not to interfere with his position in the school?—I think the head master ought certainly to support the inspector, to lend his countenance to him.

507. He could be present with the inspector?—Yes.

508. And, as I understand, your view is that there should be no interference with the teacher?—Certainly not.

509. Neither the inspector nor the head master would interfere?—No.

510. The inspector and the head master might afterwards confer in reference to the various questions that might arise?—Yes.

511. If a defect in the teaching of a particular class had been observed by the inspector, and was pointed out by him to the head master, he might say—"I would wish you to see some other class examined"?—Yes.

512. And in the teaching of that class the defect might not be apparent?—Certainly.

513. Mr. Justice MADDEN.—I understand, from your evidence, you are not in favour of doing away altogether with the examinations?—Oh, dear no, not at all. I think I have rather over stated my opinion about inspection. I have considered the examination as a very efficient test to a considerable extent; in some cases a perfect test.

514. We have to consider examinations in two points of view, first as the basis upon which results fees or payments are to be made, and secondly as regards competition between the students themselves, as the basis upon which exhibitions and prizes are given, and it is necessary to distinguish between them?—Yes.

515. And in both particulars you approve of the system of examination?—I do.

516. Suppose the payment to schools continued to be based upon results as ascertained by examination. Would your views be carried out by imposing as a condition upon the managers of schools submission to inspection?—Yes.

517. You are aware that under the Act, although fees must be paid as the result of examinations, we have power to impose and we do impose conditions, with penalties attached to them, upon the managers of schools?—Yes.

518. And you would suggest that submission to inspection should be one of those conditions—would that meet your views?—That would quite meet my views.

519. Your suggestion is that a portion of the results fees should be paid as the result of inspection?—Yes.

520. Now with reference to *viva voce* examination I should like you to develop your views a little more fully. How do you propose exactly that that element should be introduced? I quite understand that it should come in under inspection, and is there any other way in which it could be introduced consistently with the system which you approve, the system of general examinations?—I do not think it would be at all possible to have a general examination *viva voce* at one time. I think you must have inspectors going about for four months before the examination.

521. Therefore you bring in the examination under the head of inspection, and though theoretically it would be desirable that there should be a *viva voce* examination as a portion of the general examination, you do not regard that as practicable?—Not at the same time. I think it should be done during the four months preceding the examination, when the students have studied the annual course to a certain extent.

522. How could the element of *viva voce* examinations be introduced with regard to prizes and exhibitions, there seems to be a difficulty there?—There would be different examiners in different schools, and there would be a considerable objection to some persons; one would be too hard and one would be too easy. I consider that that is a very grave difficulty. I do not know whether it is not so grave a difficulty as to obviate the advantages. But I think myself it would be acquiesced in if there were, as I am pretty sure there would be, fair inspectors appointed. It is just as in primary education: I do not think there is any difficulty there about the results fees as paid upon the reports of different inspectors.

523. My present point is in reference to prizes and exhibitions. I do not quite understand how you are to introduce the element of *viva voce* examination with regard to prizes and exhibitions?—Of course, it would be only in a very small number of subjects: it would come in simply for the reading of Greek and Latin and French and German; and the practical examination in physics.

524. But that could not be tested at the public examination?—Certainly not. That would be the only thing that would be tested in the *viva voce* examination.

525. That would be tested only by inspection? I want you to develop your idea. How could the element of inspection come in in the awarding of prizes to students; would you award them as the result of inspection; would not that involve the examination of every student in each school?—Yes.

526. And competitive examination?—Yes.

527. That is a different idea from what has been presented to us hitherto. Would you think a satisfactory inspection was carried out if the inspector reported upon the school generally, and examined a boy here and there?—He must examine every boy.

528. That, of course, is intelligible. And examine them competitively for the purpose of ascertaining who are the best boys?—Yes, and assign marks to the individual boys.

529. With reference to the papers, pass and honour, there are several possible systems, but at present all the questions are put upon one paper?—Yes.

530. Having regard, of course, to the difficulty of some of the questions. You probably might consider that a student who got less than 30 per cent. or 35 per cent. might pass, having regard to the fact of the entire paper. If you divided it into two would you propose that each student presenting himself should be invited or expected to answer the whole of the paper, or would you allow the students to divide themselves into two classes—pass students and honour students—the pass student to apply himself exclusively to the pass half of the paper or to the pass paper, and the honour student to apply himself exclusively to the honour paper; is that your idea?—I think the honour student should certainly apply himself to both.

531. Would you allow the pass student to apply himself exclusively to the pass portion of the paper, and pass him if he scored a certain percentage?—Yes, certainly; but then there would be no question of his getting honours at all.

532. No, quite so. He would simply present himself for a pass, and apply himself to a pass paper, and pass if he scored a certain percentage, which might be higher, and probably would be higher if you separated the papers in that way?—Yes.

533. Higher than it is now upon a paper which contains honour questions?—Yes.

534. Do you think the present system of rewards to students tends to over-work and excessive competition at an early age?—I do not: with a few excep-

tions the boys and girls are not actuated very much by the love of money; it is the desire to beat their fellows and get marks, it is that sort of spirit, a great deal more than any mercenary consideration, which urges them to work? That is the experience I have had.

535. Do you think anything would be gained by the substitution of book prizes, to a large extent, for money prizes?—I think something would be; quite as great advantage would be gained by lowering very considerably the amount of exhibitions given, and I think I would not only lower them in amount but in quantity also; instead of giving one exhibition for ten passes, one in every 20, making the honour higher, and so save money.

536. Rev. Dr. SALMON.—I think you said that one-third ought to be enough to pass, and on that do you mean one-third of the pass questions or one-third of the whole, because it seems to me the Chief Baron's difficulty was this, that if the paper contained one-third of pass questions and two-thirds of what you may call honour questions, then if you answered one-third of the pass questions it would be only one-ninth of the whole paper?—Certainly.

537. What is your idea. Would you think that one-ninth of the whole paper would be enough. Suppose they were mixed together is your idea that they should answer more than one-third of the easy questions?—I think one-half of the questions should be pass questions on each paper, or there might be one paper of pass and one of honour; perhaps that would be more convenient.

538. Suppose they were pass questions alone. Some have thought the standard of the Board a great deal too low. I mean taking into account how many honour questions there are on the paper. Suppose it was a pass paper alone, what proportion do you think it should be?—I think they ought to secure a great deal more than 30, about 45 I should think.

539. I only wanted to make it just clear about that, that your idea was not that one-third of the pass questions would be enough. Then about the competition and *viva voce* examination. Do you say that without *viva voce* examination it is not satisfactory—of course satisfactory is a vague word—we must have regard to possibilities. I think your idea was to have *viva voce* examinations competitively conducted in each school?—Certainly.

540. How many schools would you have to examine?—I was going to ask the Commissioners that question.

541. There certainly would be a great number of *viva voce* examinations required and they would be very unequal in their treatment I dare say. In the competition between one school and another would not some parents send their boy to another school where there was another inspector where he would be marked less severely?—That is a difficulty, but I think the men would be a great deal more even than you think. Every year they would get to be a great deal more even. And the same would hold with regard to paper examinations. In the Junior Grade, for example, is it not the case that you divide the papers amongst several examiners? Some examiners are very hard and some are easy, and there is a great deal of chance. The students do not know who is examining them; but, at the same time, people complain and say, "I do not know how I got such low marks; it must have been a very hard examiner I got," and so on. Besides there would be such a very small amount of this examination *viva voce*, not more than about one-sixth or one-seventh or one-eighth, that it would not make very serious difference. It is only in particular subjects that *viva voce* examination is necessary. I think Euclid might be very well examined in *viva voce;* the man who examined in natural philosophy would not have a very great deal to do, and I think he could possibly examine all the boys in Euclid.

542. By permanent examiners I think you mean only the revisers?—That is so.

543. There is a risk if you have a permanent examiner that teachers will make up their classes for the examiner?—Yes.

544. In the inspection do you take into account that the head master might be the teacher?—You said he might be present and see how the teacher was going on, but he ought to do that under ordinary circumstances. But in some of the smaller schools he has to teach himself?—Certainly, and then the inspector inspects him.

545. O'CONOR DON.—Do you consider that the papers at present set in classics are as a whole too difficult for mere pass students?—Well, just a little, I think. I think they are a little hard for pass students; I think they might be increased in difficulty for honour students.

546. What is your opinion as to the general results of the working of the Intermediate Education Act, has it been favourable or otherwise to Intermediate education?—Very favourable, I think.

547. Very favourable?—Yes.

548. You think, taking it as a whole, that the Intermediate students in Ireland are really better educated now than they were when the Act was started?—There is a much larger amount of liberal education required and gained and spread throughout the country.

549. In your experience in Trinity College, have the candidates there been inferior since this examination was established?—I should say not. I do not think the tip-top men are any better; but I think the ordinary men are better.

550. The classical papers are divided, are they not, between the examiners according to the languages—Greek to one set and Latin to another set?—Yes.

551. Is not that the way?—Do you mean in the Intermediate?

552. In the Intermediate?—Yes.

553. You have been an examiner under the Board?—Yes.

554. Have you ever had associated with you an examiner in Greek who knew no Greek?—No. I only examined twice in Latin. I never had any examiners associated with me, because I was given the Senior and Middle Grades.

555. Have you ever heard of such a thing occurring?—No, I have not.

556. Rev. Dr. TODD MARTIN.—As I understand your evidence to-day, you propose that *viva voce* examination shall be only the reading of the languages and the experimental science?—Yes.

557. So that you exclude from your examinations translation?—I do that on practical grounds. It would be ideally better to have that *viva voce.*

558. It is the practical point?—I should be surprised if the Commission had enough money to afford the amount of adequate inspectors to enable them to get the sort of *viva voce* examination that is given, say, in Trinity College at an ordinary examination.

559. Now as to the difficulty of bringing together in one examination mere pass students and honour students, I should like to ask you do you think it would be possible for a man to prepare a paper on which the pass students may have a quite fair opportunity of scoring 25 per cent., while the whole paper would fairly test the best students?—Yes.

560. Dr. BARKLEY.—We have had some suggestions that students are kept too late in entering the university in consequence of going up for the Senior Grade Intermediate examinations. What is your experience as to that?—I think the students will go to the university sooner in the future, so I think it would be advisable if you did away with the Preparatory Grade, and that the Junior Grade should be pushed back a year; the whole system should be pushed back a year, so that 17 should be the age for commencing at the university.

561. With reference to the question of inspection. Do you propose the examination of each individual student to a certain extent?—Yes.

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562. That, of course, would involve a pretty large amount to be spent, as we have almost 400 schools, including both boys and girls, which have got results fees from us in the last year. So that probably if you add the schools which have not succeeded in getting results fees, there would be at least 400 schools coming under inspection. Would not that require a very large staff of inspectors?—I think it would require a considerable staff; I should think a dozen inspectors.

563. Do you say that the inspection for the purpose of awarding marks should be limited to four months?—I think so.

564. Do you think a dozen could do it in four months?—I think so.

565. Would there not be a complaint on the part of the schools that were examined early in February that they were at a disadvantage as compared with those who were examined in May?—I do not think there would be any complaints, because they would only be examined up to the amount they had done or could reasonably be expected to have done.

566. But they might have made some improvement between February and May?—They would have become further advanced; I think the inspectors would be able to take that into consideration themselves.

567. A plan has been suggested by which the report of the inspectors would determine the right to results fees in certain subjects; that is, if an inspector reported that there were no proper arrangements for practical teaching in natural science or chemistry, that no results fees should be given at all for that subject on the written examination. If he reported that the arrangements for teaching modern languages were defective as regards pronunciation, or in any other point, the results fees might be materially diminished or might be withheld altogether. What do you think of that system?—That is, I suppose, possible under the Act.

568. It is possible for us to impose conditions under the Act?—I think certainly the subject should be considered—that of withholding in part.

569. That is an alternative to inspectors awarding marks to students?—They should award marks to students for the purpose of ascertaining whether the students pass or not.

570. That would make it necessary that every boy who was a candidate for a prize or exhibition should be present at the inspector's examination?—Yes, certainly.

571. A boy or girl might be prevented by illness or some other sufficient cause from being present?—I should meet that case by requiring him or her to attend subsequently at the nearest school possible.

572. Most Rev. Dr. WALSH.—There is one point I wish to get a clearer view upon than I have at present. You were asked several questions about the condition required for a pass on a paper such as our examiners now set, in which some of the questions are for pass boys, and some are for the purposes of competition?—Yes.

573. Let me put a concrete case to you. Suppose that 200 marks are assigned to a particular paper: how many of these should be obtainable by answering all the pass questions on the paper, and how many should be obtainable only by answering the competition questions, in your opinion, on a properly constructed paper?—One-half.

574. That is 100 in each case?—100 in each case.

575. How many marks on that 200 marks paper would you require for a pass?—45.

576. 45 out of 200?—Yes.

577. That would be less than 25 per cent. on the whole paper?—Yes.

578. You have heard our present system criticised on the ground that our 25 per cent. standard is unduly low, or, perhaps, you have not heard that?—No; I have not.

579. Supposing it is criticised on that ground, you evidently would not consider the criticism a just one?—I am not sure whether the papers are at present graduated according to what I think they should be.

580. Supposing they were?—I should not object to it.

581. Therefore it does not at all follow that the 25 per cent. mark gained upon a mixed paper, as I may call it, is an unduly low mark at which to allow a boy to pass?—It is not.

582. Now, upon another matter. You make a suggestion, that in counting up the marks for exhibitions and prizes, a certain number of marks should be deducted, that 30 per cent., the lower range of marks gained by a student, should be deducted, and that compensation should then be made by doubling the marks in the higher range. You speak of 30 per cent. Perhaps you are not aware that we have such an arrangement, our deduction being of 25 per cent. You were apparently not aware of this when you made your suggestion?—I ascertained that afterwards.

583. Therefore, your criticism is not directed against our system as you now know it to exist?—Certainly not.

584. The precise percentage is a matter of detail; you mentioned 30 per cent. probably because you had in view that it was the pass standard?—Yes.

585. We have taken 25 per cent., which is our pass standard at present. You approve of the arrangement that we have?—Yes.

586. This system of marking is sometimes criticised as a piece of unmeaning complication, of no earthly advantage except that it gives trouble in the office and obliges a number of extra hands to be employed there to do the work, and that consequently it should be abolished. Is it your opinion that this system of marking—the system of deducting 25 per cent. and doubling the marks in the upper range—should be abolished?—Certainly not.

587. You, on the contrary, think it desirable from an educational point of view that it should be retained?—Very desirable.

588. You had some hesitation, I think, in saying to the Chief Baron that you considered it of "supreme importance" that the Act should be amended in so far as it at present makes *viva voce* examination impossible. You had some hesitation about that?—Yes, I think "supreme importance" is, perhaps, a little too strong.

589. Let me put it to you in this way. You consider that it is of "supreme importance" that there should be *viva voce* examination in certain subjects?—I consider it of very great importance.

590. But I have used the words "supreme importance." I take those words because I find them in your written statement, your written evidence, where you have not only used them, but italicised them?—Yes.

591. Seeing, then, that this cannot be done under the present Act, does it not follow that it is of "supreme importance" that the Act should be amended in this respect?—Yes, I should say so.

592. Rev. Dr. SALMON.—I want to ask you one question more on the practical difficulty of sending general inspectors for the *viva voce* examination in schools. At present we are able to employ, to examine in chemistry, a man with many pupils in Dublin, who has the month of July free for reading his papers. If three months going round schools is necessary, our choice of inspectors would be very limited?—Do you think so?

593. Of course it would mean that we should take an examiner's whole time for three months?—Oh, but your inspectors would be working strictly at inspection during the fall of the year, and the early part of the ensuing year they would be going round examining the schools.

594. But then the work of inspection is one thing and the work of examining is another. Suppose for examining in chemistry where the choice of examiners would be very limited indeed, would you require that every person we sent round should be competent to examine in chemistry?—Half of them at least.

Rev. Dr. SALMON—That is a very great difficulty, I think.

595. CHAIRMAN.—I have just one question to ask you arising out of some questions that have been asked by Mr. Justice Madden and the Provost. Your attention has been drawn to the difficulty there would be, at least at first, in taking into consideration in the competition marks that were obtained at the *viva voce* examinations held at the schools by inspectors?—Yes.

596. Supposing that the marks that were obtained at the *viva voce* examination at the inspection counted only in reference to the pass, would there be any difficulty there with those marks? Supposing some other plan were substituted in reference to the competition examination, would you see any difficulty in the marks that were obtained at the *viva voce* examination at the schools being taken into consideration in allowing the students to pass?—The student for honours could only get honours.

597. I want now to exclude the student for honours or the student for competition—the competition in which every student is seeking honours or exhibitions?—Yes.

598. Could not the marks obtained at the *viva voce* examination at the schools be fairly taken into consideration as one of the elements in passing a student?—Certainly; it should be.

599. Therefore the *viva voce* examinations—those would be confined to the competition students, and the other *viva voce* examination would only be necessary in reference to the competition students?—Yes.

600. Now a suggestion has been made in some of these papers here in reference to competition students, when their written papers were examined, that such of them as obtained a given percentage, say 75 per cent., or, perhaps, 60 per cent., that they should be brought up to a certain limited number of centres, and be examined there *viva voce*. Do you think that would be an improvement upon the present system; that would be within the Act?—I do.

601. And do you think there would be any difficulty in one day examining them in the matters that you mentioned—the modern languages, the pronunciation of the classics, English pronunciation—and giving them a good practical examination in chemistry and natural philosophy. Could that be done in one day?—Yes, I think a certain individual could certainly be examined in one day.

602. Dr. BARKLEY—You say a certain individual; if you had centres there might be 20 or 30 individuals to be examined?—Then, of course, you should only bring up the number of students that could be examined in one day on that day.

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603. How many?—I did not think much about this, but I should think a dozen could certainly be examined in one day.

604. It might be necessary for perhaps 15 or 20 students to be examined at the centre. Would that occupy more than one day?—To examine them in all the subjects?

605. In all the subjects for which a *viva voce* examination was required?—I think the examiners could do 15 in a day.

606. Rev. Dr. TODD MARTIN.—I want to ask you, your proposal as modified was that you would examine *viva voce* only as to the reading of the languages and experimental scientific work. Would you make that a part of the examination for a pass?—Yes.

607. Do you make it a qualifying condition or do you attach marks?—Attach marks.

608. What proportion of marks on a subject like Latin carrying 100 marks would you give?—To the reading of Latin?

609. Yes?—About one-tenth I suppose.

610. CHAIRMAN.—You would not think it necessary that the students should be examined individually at this *viva voce* examination that I mentioned for exhibitions excepting the practical examination in Chemistry and Natural Philosophy; I mean that each should be taken separately, you know, like the Fellowship Examination in Trinity College?—No.

611. Would there be any difficulty in having 20 students all sitting round, and the examiner commencing at one of them and asking him various questions as they do at the Fellowship examination, and letting the questions go round in the ordinary way?—I think that is a very good way of testing them.

612. In a very short time an experienced examiner would be able to know what each of the students knew in Latin and Greek?—Yes; but some persons would say that then one student got harder questions than another.

613. But is not that inseparable from *viva voce* examinations?—Yes, from *viva voce* examination in a class.

613A. But if he gets a harder question than some of the others it very often goes round the entire of the class that is there?—I think such class *viva voce* is a very good test, because it tests your readiness and the way you keep your head, and your quickness, and all sorts of things.

The witness withdrew.

Rev. J. PENTLAND MAHAFFY, D.D., Fellow of Trinity College, Dublin, examined.

614. CHAIRMAN.—You are one of the Fellows of Trinity College, Dublin, and have been so for thirty-four years; you have also acted as inspector of Endowed Schools in England and Ireland under Lord Rosse's Commission; you have been good enough to send in some answers to the queries which we sent you, and we will take those now as part of your evidence. You have also developed your views as to the general principles applicable to the questions we are discussing in the article in the *Nineteenth Century*, of which you were kind enough to send me a copy, and another to Mr. Justice Madden?—Yes.

615. Now, I believe that before the Intermediate Act of 1878 was passed and came into operation, your attention was directed to what would be the probable outcome of it?—Yes.

616. You, at that time, formed the opinion that the whole system was vicious, that it would lead to competition "in creeds, and not in learning, that it would lead to the emasculation of courses—the lowering of standards—the extinction of liberty and leisure in teaching, and of thoroughness in knowledge"—am I right in that?—Yes; that was my prognostication.

617. I believe your experience of the working of the system established by the Act has led you to the conclusion that your prognostication was a true one?—Well, yes, to some extent, but perhaps it was a little too strong, as progunostications often are.

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618. You have had a good deal of experience in the working of the system from your knowledge of the state of the education of the pupils that came up for the matriculation examination in Trinity College?—Yes.

619. In your opinion has there been a gradual decrease observable in the standard of education of those pupils?—There was certainly not the increase that ought to have taken place—that I am perfectly certain of. I am also of opinion that there has been a decrease, that the better class of candidates that go to it are not as well instructed in the classics, which is the subject in which I examined, as they were twenty years ago; but I wish to insist that in my opinion there ought to have been a very big improvement in consequence of the Intermediate Education Act, and that that has not taken place I am quite certain.

620. Your opinion is that if there had been either a different system established by the Act or if there had been a different administration of the present system—I will not distinguish between them at

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present—there ought to have been a greater improvement in education in this country than has actually taken place?—Certainly.

621. You were, I think, under the impression when you wrote this paper, that from the number of questions we asked you as to the details of the Rules, we were about to direct your attention principally to improvements in detail as distinguished from grappling with the broad principles which underlie those details. Now I want, if you please, to bring you to that to which I know you have directed great attention—the broad principle of the Act and the broad principles of the Rules. I shall not trouble you with points of detail further than they are set out in your written answers. Now under the Act of 1878 if there be a *viva voce* examination of pupils the results of that *viva voce* examination cannot, in law, be taken into account in determining exhibitions and prizes—in your opinion is that a good system of examination?—Certainly not.

622. Then you of course are of opinion that *viva voce* examination, at least in some subjects, is absolutely essential?—That is so.

623. In your opinion is it desirable in all subjects?—Yes.

624. I shall take some matters with which you are very familiar—the classical languages; are you of opinion that it is essential in order to judge of the efficiency of education in classical languages that there shall be a *viva voce* examination of students?—No, I would not say essential.

625. Is it desirable?—It is desirable.

626. Would you say, in modern languages, it is more than desirable?—Yes, quite essential.

627. In Natural Sciences, such as Chemistry and Natural Philosophy, would you say it is essential?—That I don't know enough about to be able to give you an opinion, but I hear specialists say that it is. I may add, that in shorthand I think an examination is quite illusory if it is not done by dictation.

628. I quite agree with you. Now, Dr. Mahaffy, we will go back, if you please, to some of your objections in principle to the system. You have pointed out, that it encourages what has been called cramming, as against sound education, and you have given us a very nice distinction between the crammer and the teacher, that the end of the one is to enable his pupil to pass the examination, and that the end of the other is to thoroughly educate his students, using the examination only as a means to that end. Now what is your opinion as to the effect of this Act in reference to cramming?—I think it is impossible to avoid an enormous number of people looking upon passing the examination as being the great end to be attained both for pupils, teachers and parents.

629. Have you any doubt that, as a matter of fact, the passing of the examination has in many instances, both by pupils and parents, and even by teachers, been looked upon as the great end to be attained?—None.

630. In fact, the teacher, no matter how conscientious he might be, and no matter how fully imbued with the true principles of education, would find a pressure upon him from without, that is, from the parents, that would necessarily drive him into adopting such a system as would ensure his pupils passing the examination and obtaining exhibitions and prizes as an end and not a means?—Certainly.

631. You mentioned in the words from which I have already read that it would lead to the extinction of liberty and leisure in teaching. Do you regard the freedom of a teacher, so that he shall have scope, as far as possible, for the carrying out of his own ideas—that is, his originality and his individuality—a matter of importance in teaching?—Of the very last importance.

632. Is that affected by the operation of this Act, or, perhaps, I should rather say, is it the tendency of the Act to affect it?—It has a tendency to preclude it.

633. In fact to extinguish it altogether?—Yes, I may observe, that as a Fellow of Trinity College, I regard the great boon and privilege I have had is to be absolutely free as to my teaching.

634. If the individuality of a teacher is extinguished the necessary result is that all the schools will run practically in the same groove, is not that so?—Yes.

635. And that all the students educated under the system, whatever their ultimate destinations in life may be, will practically be educated under the same system?—Yes.

636. So that to a certain extent, like bricks, they will be all turned out of the same mould?—Yes.

637. Now, if you were told that without an amendment of the Act of 1878 the results of *viva voce* examination in modern languages and of practical examination in the natural sciences and in music could not be taken into account in the competition for exhibitions, what would you think of the system?—It would be quite useless, I think.

638. Therefore you are of opinion that it is of great importance that the Act should be amended in that respect?—Certainly.

639. I may tell you that that is the legal construction of the Act?—Well, I had hoped it could be done under the Act, but if it cannot I am of opinion the only course open is to get the Act amended.

640. The only mode—I will afterwards refer to the possibility of it—but the only mode in which the results of a *viva voce* examination of students could be taken into consideration under the Act is by such *viva voce* examination being made part of the general examination of students. Now, that general examination extends to about 9,000 students, distributed, roughly speaking, over nearly 400 centres in various parts of Ireland. Would you be of opinion that a *viva voce* examination at the schools by inspectors appointed under the Act would have any beneficial effect?—Yes, very great beneficial effect. I would suggest that the higher candidates who were going in for exhibitions might be examined at the general examinations. They, of course, would be a much smaller number; and the rest of them, that is, the pass students, might be examined by inspectors during the course of the year.

641. Then your suggestion is, that so far as pass students were concerned they should be examined *viva voce* at their various schools during the year, but that when the papers of the candidates for exhibitions were examined, such of them as had reached a certain percentage might be called up to a limited number of centres, and there examined for exhibitions?—Yes, I think so.

642. That system, I may tell you, could be worked under the Act, and if worked in that way would you consider it a satisfactory system?—Yes, at least as an experiment, I should consider it satisfactory.

643. How would you deal with the pass students after they had been examined by a competent inspector at their various schools *viva voce*, would you also subject them to the general public examination when they merely sought a pass?—Well, if the inspectors reported that the candidates had really no knowledge of French or German whatever, I think they should be precluded from going in for the written public examinations.

644. But suppose a student is reported to have a satisfactory knowledge of the subjects of examination yet in the school and wished only a pass, would you in such a case as that test the student also at the general written public examination?—Certainly.

645. Then with regard to result fees payable to the managers, would you have them payable in respect to the public examination only or partly in respect to the *viva voce* examination at the schools?—If the examination at the school was only of a certain number of candidates I think you might give the results fees upon the result of the public examination only. I may say that I am in favour of correcting

the examination results by the inspection results, and correcting the inspection results by the examination results. I am not in favour of basing the grants upon the result of either by itself.

646. The next question which I will ask you is in reference to the question of the separation of courses in the Intermediate system. I observe that you state in your paper:—"I am told that university men, at all events, ought to be satisfied with the present system which feeds up a great number of candidates for the higher seats of learning from a class wider and more prosperous than the landed gentry, but is secondary education to be framed in the interests of the universities, or are the universities to accommodate themselves to the altered wants of the nation, and if they do seek to accommodate themselves, is there not a great danger that the result will be a vapid or shallow compromise which will sacrifice the real dignity and aristocracy of abstract science and classical literature for something which attains neither a truly liberal education nor a really technical training." Of course you are aware that the great majority of the students that compete in our system cannot ultimately go to a university?—Certainly.

647. We may take it that about ten per cent. of those who are examined in the Junior Grade proceed to the Middle Grade, and, perhaps, five per cent. to the Senior Grade—now, are you of opinion that the grammar school course which we are told is encouraged by our schedule of subjects is a suitable course for the bulk of the students who are examined in the Junior Grade?—I think not.

648. Could you tell me what alteration you would propose to make in the course. I suppose that you would have one course that would ultimately lead up to the University education?—Yes, a grammar school course.

649. Would you suggest any other, and if so, what courses—now take the subject of Science, have you considered the advisability of a practical Science course, such, for instance, as would be useful to a boy who afterwards would go over to Germany for the purpose of studying chemistry, we will say, and then returning and being at the head of a great manufacturing industry, in this country—have you considered that question?—Yes. I was struck with the suggestions made by Colonel Plunkett on this subject, and the divisions which he suggests appear to me very reasonable—that is, a division into four courses.

650. I think Colonel Plunkett also suggests a commercial course?—Yes.

651. Do you consider that essential, having regard to the number of students that afterwards must necessarily enter upon commercial life?—I think so.

652. Do you think that you should give any help to students whose ultimate career was that of passing some of the Civil Service examinations—I don't mean the higher branches of the Civil Service, for which you educate candidates in the University, but the lower branches of the Civil Service?—Well, I don't think that the Intermediate system ought to prepare candidates for another competition, it ought to be an education, not a preparation for another competition.

653. I see, Dr. Mahaffy, that in your paper you refer to the subject of Celtic as one of the subjects for examination?—Yes.

654. Now, Celtic is, of course, a very interesting study from a philological point of view?—Yes.

655. In your opinion, viewing it as a living language, has it any educational value?—None. I am corroborated by the experts in this book, one of whom finds fault with the text-books at present used, or one of them, on the ground that it is either silly or indecent. I am told by a much better authority than any of them in Irish, that it is almost impossible to get hold of a text in Irish which is not religious, or which does not suffer from one or other of the objections referred to. Another specialist is the Todd lecturer in the Royal Irish Academy, Mr. Gwynn. He states that the twenty years' study of the language under the Intermediate system has, in fact, diminished the knowledge of Irish in this country, and that there is less knowledge of Irish at the present time than there was twenty years ago.

656. I don't want at all to under-value Irish as a subject of study if studied in a proper way, but is it your opinion that its only real value as a study is in a philological sense, in such sense as it should be taught in a university, as it is taught I believe at present in some of the German universities?—It is sometimes useful to a man fishing for salmon or shooting grouse in the West. I have often found a few words very serviceable.

657. But as a subject to be seriously taken up by students whose time is of importance to them, whose condition in life does not permit their parents to allow sufficient time for their education, so that every moment is of importance, are you or are you not of opinion that Celtic is a subject that should be entered on at all by them?—I think it is a mischievous waste of time.

658. Have you at all considered, Dr. Mahaffy, our different grades, and the limits of age applicable to each?—Yes.

659. I would be glad to hear what is your opinion, first with regard to the number of grades?—I am inclined to think that the present number is the right number. As to the ages, I would subscribe to the important document sent in by the Masonic Schools, in which, I think, I see the hand of Lord Justice FitzGibbon.

660. I think you will find that hand writ large there. Then you would have seventeen as the ultimate age for a student who competes under the Intermediate system?—Yes, that is what they recommend.

661. Would you be inclined to allow a higher age for pass students? Do you think we ought to examine students between seventeen and eighteen or eighteen and nineteen for a pass, as distinguished from an exhibition?—Would he earn money by it?

662. No?—If he earns no money by it I would let him in. I should not be in favour of the teacher earning money by it.

663. I suppose you have in your time met with the difficulty that there always is of dull and backward boys?—Yes.

664. And is not a great object of the State to encourage the teaching of those dull and backward boys?—I think there are great qualifications in that.

665. I will be happy to hear your qualifications, Dr. Mahaffy?—I think the endeavour to teach a dull boy what are called the secondary subjects may be a very great mistake. It may be he should get only a primary education.

666. Well, some of the most distinguished men in the country, from a commercial point of view, I have known at school, and I cannot but help thinking that the education of people of that description to obtain high positions in commercial life is a matter of great value?—If they are able to obtain high positions in commercial life they must have some ability somewhere.

667. I don't mean to say that they have notability, but those that are not brilliant boys. In your experience of school life, Dr. Mahaffy, is not there always a residuum of the class that never rises beyond the bottom of the class?—Yes.

668. A number of those students turn out to be very successful afterwards in life?—They do.

669. And we have them as members of Parliament, and they make laws for the nation?—That is no evidence that they are first-rate men, but I don't know whether keeping them at school would make them any better.

670. Generally, we may take your evidence as rather against any provision being made for over-age

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students?—Yes, I think it has done mischief in Trinity College, to allow an occasional middle-aged man to come in and get a scholarship, I have never known it to do much good.

671. A scholarship requires a very high amount of learning and I don't know that I would call a dull or backward boy a person that was ultimately able to get scholarship?—Perhaps if he were kept at school until forty he might get one.

672. The essential point in the scholarship is the prize?—Yes.

673. The suggestion in these papers is not in reference to prizes but simply in reference to results fees?—I think if the boy wished to do it on his own account I should be very glad to let him, but I should not make it a matter of prizes or results fees to everybody.

674. The next question I wish to ask you is in reference to the distinction between primary and Intermediate education. Of course you are aware that the intention of our Act is that this fund should be devoted to the promotion of Intermediate education. That plainly excludes primary education. At the same time you know that there is a provision in the Act which contemplates the giving of results fees to a student who has passed in any two divisions?—Yes, I am aware of that.

675. And that there are various divisions in the Act passing in two of which would not in a certain sense amount to Intermediate education; for instance (No. 3)—the language, literature, and the history of Great Britain and Ireland, (No. 5) mathematics, including arithmetic and book-keeping, (No. 6) (natural sciences). Now speaking strictly, and not with reference to the Act, would you consider that a boy who was educated only in English, arithmetic, and book-keeping, received an Intermediate education?—No.

676. Or if he was able to pass an examination in the elements of Natural Science and also an examination in English, would you consider he had received an Intermediate education?—It depends upon what is meant by elementary. If it were quite elementary I should call it primary.

677. Such an examination as could be passed by an average boy of 16; that is what is contemplated by the Act?—I don't understand it; is it a boy out of a National school?

678. No, a National school is excluded: the only schools excluded by the Act are National schools: now any other student under 16 who is able to pass in such an examination as ought to be given to any student under 16 in English?—It still remains primary.

679. You are of opinion that that would be primary?—Yes.

680. But I apprehend that under the Rules in the Schedule to this Act of Parliament we are bound to consider such an education as that as an education within the meaning of the Act that is styled Intermediate under this Act: what I wanted you to help us upon if you could was where to draw the line between primary education and such education as is contemplated by this Act and is thus called Intermediate education?—I have thought a great deal about that. It is a very difficult thing to draw the line, but it seems to me that the intention of primary education is for the classes in the country whose life is spent upon unskilled labour. That I should say to be the definition of primary education, which consists of the three R.'s and the elements of English and Irish history.

681 For artizans?—For artizans. As soon as artizans become skilled they should get a better education. I spoke of the servant class and the labourers—the unskilled labourer—such education as fits the man whose life is spent in unskilled labour; their education I should call primary. As soon as you come to skilled labour, you come to an immense field of various different lines; and there, again, I think the four kinds of secular education that Colonel Plunkett has noted are very important to consider. Intermediate is a very vague term.

682-3. Of course technical education is a very important branch of educarion in this country?—Yes.

CHAIRMAN.—And I hope, from day to day, that it will become more important.

684. Would you therefore regard it strictly as Intermediate education within this Act?—Yes.

685. It is that which would lead up to technical education, and enable students to take the benefit of any provision made by Government for technical education that you would regard as Intermediate education?—Yes.

686. Mr. Justice MADDEN.—The payment of schools upon the basis of inspection has been represented to us as the ideal system, the goal towards which our efforts should be directed. I mean payment solely upon the result of inspection. I think you do not agree with that view?—No, I don't believe that the public in Ireland, now trained to twenty years' examination, would ever be got to trust it by itself.

687. Suppose the public could be brought to trust it, apart from that element, which I admit is a very important one, would you consider it in itself the best system, in other words, do you adopt the element of examination as a necessity?—Not as a necessity, but as distinctly desirable.

688. Having regard to existing circumstances?—Yes.

689. Then what you would suggest to us practically is to retain the system of general public examination as the basis upon which the results fees should be paid, and to check it by a system of inspection?—Yes. That is another kind of examination. They are not opposed.

690. Quite so: I use the words "public general examination" because inspection, to be efficient, should not merely consist in looking round the school, but in examining the students. The examination need not necessarily be competitive?—Not necessarily. Of course there are such things as hygiene, cleanliness, &c. These are very important in addition to examination in books.

691. And the primary object of inspection as checking the payment of results fees is not so much to ascertain the amount of knowledge acquired by individual students as the method of instruction in each school?—Yes; but it might also be very useful in detecting cases in which there has been unfairness in the examination on the part of the candidates. Suppose a school had competed unfairly, by knowing the papers beforehand, or such a thing as that, and produced good results in examination, and the inspection showed a great contrast between the results of inspection and the examination. This would lead to inquiry and detection of such cases of miscarriage of the examination which I am sure sometimes occur.

692. You are aware that though we are obliged to distribute results fees on the basis of examinations we have power under the Act to impose conditions on managers, and we do in fact impose conditions with penalties attached to them in the event of non-observance; would it occur to you as a satisfactory system that submission to inspection should be a condition of earning the results fees; or would you prefer a method which we cannot adopt under our present Act, namely, the distribution of a certain portion of our revenue as the result of examinations and another portion as the result of inspection?—I think the former would be sufficient, making inspection a condition of getting the results fees.

693. There is this important difference between the two, that one can be done without further legislation, and I dare say your knowledge of the world suggests to you that legislation cannot always be obtained for the asking?—Yes.

694. Now, with regard to the dull and backward boy, I suppose that a great many boys are regarded

as dull and backward merely because they are compared with a grammar school course?—Yes.

695. You say with great force that nothing is done by forcing that dull and backward boy into a grammar school course for several years until he gets his scholarship and passes the examinations, and you remember some cases in which it was done?—Yes.

696. But that boy need not be dull and backward with reference to another course altogether?—Quite so.

697. Does it not occur to you that the dull and backward boy might be developed and made a useful member of society by encouraging the schoolmasters to send him forward in some course, not necessarily the grammar school course, but in some course for which he is adapted?—Yes.

698. Therefore from the point of view of the dull and backward boy the division into subjects and classes is very desirable?—Very desirable.

699. Now with reference to the separating of the honours and pass students, would you approve of a separate examination for honours, of the holding of a general examination for pass students as the basis of distribution of either the whole or portion of the results fees, and the holding of a separate examination for the distribution of honours and prizes?—I don't think it is necessary to go to the enormous additional trouble to hold separate examinations. You can get the results well enough at one examination with a division of the questions on the paper into pass questions and honour questions.

700. Then you would recommend a division of the questions. Would you recommend that the student should, so to speak, declare himself?—Yes.

701. And those who merely wished to pass should devote their attention to the pass portion of the paper, on which they should probably obtain a somewhat higher percentage than is at present necessary on a mixed paper, and that the honour student should apply himself to the honours portion?—No, but to the whole paper, because there might be some important principles dealt with in the pass questions.

702. That I quite follow, and you would have the pass the basis of results fees, and the honour examination held at one and the same general public examination?—Yes.

703. Then it seems to me to follow, and I would like you to direct your attention to this, that you are entirely depending for inspection for *viva voce* tests, because you will agree that you could hardly have a *viva voce* examination of all the boys of Ireland at the one examination?—I said already in answer to the Chief Baron that you would pick out a certain number of the best men who had answered the honours questions.

704. Having picked out your honour men from the papers, would you then have a separate *viva voce* examination for them?—Yes.

705. Well, that would necessarily have to be at a different time?—Yes; in the first place you would weed out the pass men, and from the honours candidates you would eliminate those who had not answered enough. The residuum would not be very large, and those candidates might be brought up to different centres and examined *viva voce*.

706. Then you would have a separate examination?—Yes, for that small class; but I don't think it would come to a very large business.

707. With reference to the effects of the present system, speaking generally, what is your opinion as to the effects of the present system on Intermediate education. I observe you say at the commencement that the better classes of students are not so well trained?—Yes.

708. But having regard to the country at large, what is its effects?—It is impossible that such a system should not do good. It must have done good.

709. But not so much good as with different arrangements it might have done?—Yes. With regard to *viva voce* examinations I wish to add that there is one kind of *viva voce* examination in languages which could be conducted simultaneously with a large number of students and that is dictation in the language. You could have a passage read out, for instance, in French or German, and any student who could take it down accurately from dictation would know a great deal about it, and it would be the same with shorthand. A man could read out a passage to a large number of students for them to take down in shorthand and afterwards transcribe.

710. Yes, you could have the passage read out to a great number to be taken down in shorthand. One of the unfortunate results you have noted is that the attention of parents, pupils, and masters, is directed rather to examinations than to education. Is there not another evil result, excessive competition among students, especially at an early age?—Yes, it is very bad, I should think.

711. At what age would you allow competition to commence? It is not undesirable to have it among the advanced students?—Certainly not.

712. It is not undesirable in the Senior Grade?—No. I should not have it in the Preparatory Grade at all, I think.

713. You would have only two grades?—No, I am in favour of all.

714. You would lead up to 17; surely you would not have four grades leading down to 13?—Yes.

715. Would you commence at 13?—Yes. In the Preparatory Grade I should have passes, and should only allow a limited number of subjects. I see that a great many witnesses want to increase the maximum for the Preparatory. I should distinctly cut it down and allow only a small number of subjects, but it would be no harm, I think, for young students to qualify in some subjects.

716. You would commence at 13 and allow students to qualify, but you would exclude competition among boys and girls of 13?—Yes.

717. Do you consider competition for honours and passes and money rewards desirable among boys and girls of 14?—No.

718. Then you would commence at the Middle Grade?—Yes, and I should also commence specialisation with the Middle Grade and not the Senior. I have been thinking of that and, as far as my opinion goes, I should, if possible, teach them on general lines before the first two examinations, and let them begin to specialise in the Middle Grade for their business in life.

719. The courses should diverge in the Middle Grade?—Yes, at the two latter examinations.

720. Rev. Dr. SALMON.—I have just a question to ask you about inspection. I quite understand it as far as regards ascertaining the efficiency of the school, the good conduct of the teaching, and all that kind of thing, so far as it bears on results fees, but when you go to examinations I think you mean to examine each pupil individually?—So that he is not a candidate for honours who would be examined *viva voce*. I am for letting the ordinary boy qualify at a *viva voce* at the inspection.

721. Some difficulties occur about that. In the first place you made it a condition that the examinations should take place in schools?—Yes, I think so.

722. Don't you know that under our present system it is not necessary for a boy to be in any school, and that any boy is allowed to present himself?—I am very glad to hear it. It did not seem to be so on reading the Act. I think the number of boys who don't come from schools is small.

723. Not so very small at all. Of course they are in a great minority, but, according to the Act, anyone can present himself for examination. Another question is, you know we examine in a great many subjects, and if you want to have a man capable of examining in chemistry you would require a very different man from one who would test a candidate's knowledge in Greek or music, and you would require

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a great number of inspectors?—Of course I have not looked into that question, but you would certainly require two for every school—one for the language and one on the science side.

724. Or more?—Perhaps; I do not know.

725. A man who could test in mathematics could not, perhaps, test in practical science, and probably not music. This plan of examining by dictation is a very tempting one, and it is proposed that we should do so with the help of the superintendents, but many of the superintendents might not give satisfaction?—Quite so.

726. Take reading out a passage of French. Where should we get such a number of superintendents whom we could trust for reading out a passage in French?—You need not get superintendents to do so There was a scheme proposed by Dr. Crawley some days ago (*Irish Times* for Jan. 11, 1899), in which he went into the question, and showed how the idea could be carried out by means of examiners sent round.

727. How many examiners would you require for 400 centres?—Not so many. Each passage could be read out in several centres at different hours by the same man.

728. That would be for the Assistant Commissioners to consider the practicability of, I have my doubts about it. The same thing would apply to shorthand. Reading out a passage in English would present a great many difficulties, and a boy who failed would say that it was the fault of the man who read out?—I think the reading out of English should be a very fair qualification for a superintendent, and that you should appoint no man who could not do that.

729. Then as to the motive, I don't think we are quite so much concerned with that. A fellowship examination obliges me to read some subjects which I would not have read if I did not go in for it?—Yes, I see that.

730. If you ask me my motive, was it to get a certain position or to acquire certain knowledge?—That is the reason I maintain that the examination is a good thing, and advocate it rather than inspection alone.

731. O'Conor Don.—You have put in an article in the *Nineteenth Century* review as part of your evidence, and I assume I may ask you some questions on it?—Certainly.

732. Am I to understand from your answers to-day that you are inclined to modify the statements you made in the commencement of that article about the objectionable results of the Intermediate education system?—I think it is in the face of the large body of opinion in this book which the Commission have been kind enough to send me. I don't like to speak with any great dogmatism when there is a great body of opinion on the other side. My opinion remains, however.

733. If the statements in the article were correct, would it not follow that the Intermediate system, instead of being beneficial, has been decidedly injurious to education in Ireland?—That I think.

734. That is still your opinion?—Yes.

735. Notwithstanding the opinion of so many other competent persons in this country to the contrary?—Yes, and notwithstanding the great amount of sporadic good that it may have done.

736. That it has been decidedly injurious?—Yes, as a system.

737. If so, why did you say in your article that the Roman Catholics ought to be satisfied with the result?—I meant by the public results, the large amount of endowments which they got, and the way in which their schools were tested as they had not been tested before.

738. Do you think that the Catholic schools have received any partial and more favourable treatment than the other schools?—Not at all, nothing of the kind, but they had no endowments previously while the Protestant schools had.

739. If the endowment has been injurious to education why should you say that they should be satisfied with the result?—With the getting of a new endowment, they had not got any endowment before, that is what I meant.

740. Reading the article one would imagine that some particular favour was given to them, and that their schools had received more of the money than they were strictly entitled to, you don't mean to imply that?—No, but that they should be satisfied at receiving a large sum of money which they otherwise would not have got. A great many schoolmasters, Protestants and Catholics, would be satisfied to get the money, no matter what sort the education was.

741. Do you think they should be picked out as persons who were satisfied with a vicious system because they got paid by it?—No, but they got the money when otherwise they would not have got it.

742. In your opinion there has been a gradual decrease in the standard of the students coming up to Trinity College from the Intermediate schools?—In classics; that is my opinion.

743. Could you give us any idea of the proportion of the students who distinguished themselves under the Intermediate system, that is to say by getting exhibitions, &c., and who have gone to Trinity College?—I cannot, but many who have been distinguished in the Intermediate have been very distinguished in Trinity College.

744. They have been?—Many.

745. So your remark does not apply to them?—It applies to the condition in which they come to us; but, if they were clever boys, and had done well under the one system, they were able to do well in the other. I have known a boy getting a gold medal in a modern language in the Senior Grade coming up for a prize at the entrance in the same modern language, and refused a second honour. I have been one of the examiners, and I know. That boy was afterwards distinguished in various ways in Trinity College; but he learned it all over again when he came.

746. And did the reason that he at first failed arise from the fact that in Trinity College you examine *viva voce*?—Yes, and on strange passages, and composition, and *viva voce*, in all of which he failed.

747. And in the system of written papers the proficiency of a pupil as judged from a *viva voce* examination cannot be tested?—No.

748. But that may be a reason why in this case the boy fell off?—His grammar was bad, and his teaching at the time appeared to be thoroughly bad. And that is not a solitary case.

749. Are you aware that examiners in French have in this book declared that in their opinion the thorough knowledge of French has enormously increased since the inception of the system?—All I can say is I have been examining in French all the time in Trinity College, and neither the number nor the quality of the candidates has increased. Strange to say I found the number of candidates decreased.

750. May not that be due to other causes?—That, I cannot say.

751. Has not the Royal University been established during very much the same period as the Intermediate?—That may be. I am only answering as far as I am personally acquainted with the matter.

752. I do not think that you have yet stated in your evidence how you propose the payments to be made under the Intermediate system. In what form should they be given? Should they be payments to students or to schools?—I do not feel very competent to answer that question in a definite way.

753. At present we have a combined one, a large amount of money going to the students themselves, and still larger to the schools as results fees. Have you formed any idea as to whether the duplex system is a good one, or, if not, whether the payments ought to be mainly to the schools or mainly to the pupils?—I am inclined very much in favour of a third alternative suggested by an English schoolman, Mr. Macan. He says the important thing is to

give the fees to the local body who do not benefit by it pecuniarily.

754. The local body?—Yes, the local body who manage the school but have no pecuniary benefit.

755. Mr. Justice MADDEN.—That was founded on his knowledge of the Local Government in England?—Yes; it is a very important power.

756. O'CONOR DON.—What is the loca body you are referring to?—You will see it at page 229, and you will also see a similar suggestion by Mr. Scott at page 327. However, I really do not know this book of evidence properly. I have only had it to read for two days.

757. Mr. Justice MADDEN.—Both these gentlemen have experience of the English system where local bodies have powers as to Intermediate education?—Yes.

758. O'CONOR DON.—What local body in Ireland would that be applied to?—Well, we have new bodies now coming in that, I am sure, will be delighted to have it.

759. Would you approve of paying them?—I think I have made enough prognostications without making another on that point, but it is quite conceivable that that would be the body to have it.

760. But, apart from that, which does not at the present moment appear to be a very practical suggestion, you have not apparently formed any opinion as to whether the grants should be made mainly to the schools or the pupils?—I am very distinctly of opinion that the entire of the grants should be given with a view to the future education of the pupil. Many witnesses have said the same thing—that it should be in the form of free schooling; and I made a suggestion that important books of reference—if prizes be given—be given, books of reference which neither the boys nor the parents will buy, such as good dictionaries, for instance.

761. In your paper you have considered it one of the blots on the present system, and one, apparently, for which you think that the Intermediate Education Board are to blame, that they have not let in students from English and Scotch schools to compete?—Yes, or certainly Irishmen who have been trained abroad or elsewhere—Irish boys. The particular case I had before me was the case of a boy—take my own case, for instance—whose parents went to live abroad when he was young, but came home to Ireland when he was 11 or 12, or 15 or 16. I should have been excluded by the Act.

762. Dr. BARKLEY.—Only for a year?—Yes.

763. O'CONOR DON.—Are you not aware that that exclusion is one made by Act of Parliament, and not by the Board?—I did not know.

764. Rev. Dr. SALMON.—I do not think you would have been excluded. There would be nothing to prevent you going in and presenting yourself for examination, and getting an exhibition.

765. CHAIRMAN.—No; what Dr. Mahaffy says is right.

766. O'CONOR DON—Are you aware that that is in the Act of Parliament?—No.

767. (*Reading*) "Before admitting any student to an examination the Board shall satisfy itself that during the twelve months preceding the examination he has pursued a course of study in Ireland"?—I am sorry that I do not know the Act minutely.

768. Rev. Dr. SALMON.—That would not exclude you if you came over at 12 years old.

769. Mr. Justice MADDEN.—Allow me to mention that that is in the Act in one sense; it is in the scheduled rules, but those scheduled rules can be altered with the approval of Parliament by laying them on the table of the House. It is the existing code.

770. O'CONOR DON.—It is an indication given to us by Parliament that that was the intention of the Act?—I was not aware of that.

771. And, if it be wrong, the Board is not to blame?—Clearly.

772. Rev. Dr. SALMON.—It is only one year?—I am very much obliged for the correction of the O'Conor Don.

773. O'CONOR DON.—As to Celtic, are you aware that Celtic was specially entered in this schedule by a motion carried unanimously in the House of Commons?—I was aware that it had been put into the Act of Parliament, and I understand especially on your motion.

774. But whether it be desirable or not, on which point I do not desire to get into a controversy with you, do you not feel that it would be practically impossible for it to be excluded from our programme in consequence of public feeling, whether right or wrong, in favour of it?—No, I think it might be impossible to exclude it owing to the Act of Parliament, but that would not prevent you from diminishing the marks. The examination, I am told, is very much easier, and the qualifications very poor, and marks are given for very little knowledge. And it is probably owing to that that we get no Irish scholars out of it. I should be content if the marks were diminished without going to Parliament.

775. This also is in the schedule, and it would be strictly and legally within our power to alter that schedule; but Parliament having included it in such a clear way, on an unanimous motion being carried through, it having so clearly appeared that it was the wish of Parliament to have this subject included in Intermediate education, would you not admit that it would be a very strong thing for the Board to strike it out?—I should be content if they diminished the marks.

776. Would not it satisfy you if the examination were made more thorough and real than you allege that it is?—No; that would be worse, because it would introduce a greater waste of time than that now wasted on it.

777. We will not follow that controversy as to whether it is a waste of time or not, I think you implied in your article that the Board has not been strict enough in punishing copying, and that superintendents who report misdemeanours on the part of students are rather discouraged from doing so than otherwise. Have you any ground for that?—Yes, conversations I have had with superintendents at different times in the last nineteen years.

778. It is quite contrary to the feeling and opinion of the Board, whenever a superintendent reports to us any irregularity, it is rather a good mark in his favour?—No doubt it should be, but I have heard things mentioned in which I should not like to bring in the names of people.

779. Can you give any reason for holding that the Board are in any way responsible for that, or that a superintendent would be afraid to report to the Board an irregularity of this description?—The only general reason I can state—I am not aware, on looking through various reports, of having seen any cases of punishments being published by the Board in the way they are allowed to publish them.

780. Are you aware that they do punish students found acting in this way?—I am very glad to hear it; but I am not aware of it.

781. Are you aware that each year a very large number are deprived of their examination altogether, in consequence of being found in possession of a note in reference to a paper?—I am very glad to hear it.

782. You were not aware of it?—No.

783. I may tell you that each year numbers are deprived of their examination altogether in consequence of that?—I am very glad to hear it. The Board have power to publish it at the end of their report.

784. The Board have latterly put into their Rules that they have the power of publishing in their reports the name of any student deprived of his examination as a still further penalty for these wrong practices; but up to the present they have not resorted to the very extreme punishment of publishing

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the name of a student, as having been guilty of such dishonorable practices; but they have punished them by depriving them of their examination altogether. In other cases where the offence was more trivial, and, perhaps, to a certain extent accidental, they have deprived them of the examination in the subject in which the paper was found. Do you think that that punishment was sufficient?—I do not know whether they are sufficient or not. I call attention to a statement at page 254 on Rule 29. It is given in evidence—"Superintendents are slow to expel respectable boys"

785. Whose paper is that?—Mr. Maguire's paper. "Superintendents are slow to expel respectable boys. It is not only humiliating, but a degradation to all self-respect." I think that is a curious statement. I do not know what he means by a "respectable boy," who acts in that way, or whose self-respect is destroyed—whether the boy's or the superintendent's.

786. At all events you would not agree with Mr. Maguire?—No; not on that paragraph. I protest against that paragraph.

787. Rev. Dr. TODD MARTIN.—Do you recommend dividing into four courses?—I do not object to the present arrangement of four years.

788. I want your opinion on this point: supposing a boy has not made up his mind—or his father for him—as to which group he is to take, would it not be inconvenient to pledge him to a commercial course at the outset?—I advised you not to specialise until the Middle Grade; to have the first few examinations general.

789. In regard to the oral examination would not there be a great difficulty in having the examination equal all over the country, if you have examiners to go and read to 20 or 30 or 50 boys?—There would be a certain variation, and so there is in judging the papers; that is unavoidable.

790. But you see, as to these 20 boys or so that he would have to examine, if he does not read distinctly and slowly it places them at a great disadvantage, as compared with the boys who would get an examiner who knows how to dictate more perfectly?—Quite so, but care should be taken to get an examiner specially qualified in that class of reading.

791. In written examination there is not the same inequality?—I know there are very different standards even in the same examiner. That difficulty exists always.

792. And quite as much in the oral as in the written?—Yes, but not more.

793. But in the case of a written examination, the candidates who suffer are selected from all schools and not from any particular school. That is to say, the disadvantage comes not upon one particular set of boys, but is distributed all over generally?—But the man who read out would not read out to one only, but for a great number of centres, and thus a great number of schools would be included.

794. There was a point you pressed very much, and that was the liberty of teachers, and you expressed very strongly your appreciation of the liberty you enjoy in your teaching. Would it be possible to give the Intermediate school teachers the liberty you enjoy?—Not the whole liberty that I enjoy, because the children are younger, and want to be kept more within very definite lines. But a vast deal of it in classics might be got by abolishing text books and make them teach Latin and Greek.

795. But that is not necessarily inherent in an exclusively written examination?—Certainly not.

796. That is a matter of fixing the course?—Certainly. I am particularly anxious to impress that on the Commissioners. That except for a very small portion of the classical examination and the junior course, the whole examination should be in both ancient and modern languages in what are called in very bad English "unseen" passages; and, secondly, there should be composition into the language, and then I think, perhaps, a minute knowledge of a very small piece of a great master.

797. Does the written examination interfere more with the teacher's liberty than an examination by an inspector in the school?—Very much more; because the written examination now is a fixed course, and the teacher must prepare that course and nothing else.

798. But suppose you have not a book set?—Then I think the teacher has his liberty in teaching the school. I call your attention to the Danish system in which the schoolmaster asks for an inspection from the Government. He has his own course, his own books and his own methods, and the inspector comes down and hears him teaching with his own books and his own method. The inspector then recommends him for Government support or not, and he is absolutely free to choose what books he likes.

799. At page 255 you recommend—"The most obvious form of prize is to grant a boy free education at his school for the year following his successful examination. The school fees, being paid by the Commissioners to his school teacher, will act as a kind of results fee and secure the prosperity of the school." That assumes that the school he remains in is the school that passes him?—Yes. I know some of your witnesses think he might go to another school if he wished.

800. It might be his duty to do so?—Yes, I have no objection to that, but I did not contemplate it.

801. How would you do justice to the school he leaves?—I would leave that to the ingenuity of the Commissioners.

802. Dr. BARKLEY.—I see you propose that results fees should depend in part on the results of inspection, but the number of inspectors suggested by you is very small. What is the scope of the inspection you propose?—Of course the hygiene and buildings and all that is part of it; but I should say the examination of the boys and pupils chiefly *viva voce*.

803. That is an examination of all the boys proposing to go up for examination for the year?—Yes, except the boys who go in for exhibitions.

804. That would be, you told us, before the examination took place?—Yes; I assume that the inspectors would devote their whole time to it.

805. Would the inspection of the boys in school extend over the whole year or certain months only?—That would depend on the amount of work to be done.

806. Supposing there was a long interval between the inspection of one school and another, might not the teachers and scholars of the school first inspected say that they were placed at a disadvantage?—Possibly that would be rectified in another year by another order of things. If you vary the order year by year—of course there are always hardships in every system — but you could vary the order so as to equalise.

807. As to this body of well qualified inspectors, you say there might be two or three inspectors to an individual school. There are some 400 schools requiring to be examined. How could the six men do the work?—I remember, when I was inspecting the schools under the Commission, I used to go with another inspector in science, and we used to go through a considerable school in a day or a day and a half.

808. You might do that in Dublin, but many of the schools are in widely separated places all over the country?—I have done that in Ireland. I have always found two days sufficient for my departments. Of course if the number is very large it is quite possible that the inspector might set an easy paper to be answered, while he is examining *viva voce*, and they are all working on that simultaneously.

809. As regards arithmetic, you suggest that it should be compulsory in certain of the grades, but the candidates should be exempted from it, if they

reached a certain standard in the lower grades, when they come to a higher grade—you mentioned a rather high percentage—60. Does that refer to the percentage on pass papers only?—I think that would be too hard. I think it is only to secure that they are versed in the ordinary rules of arithmetic, and can use them with fair accuracy. I do not think that they should be weighted with the subject, especially with the awful conundrums I see on the papers.

810. You propose they should be similarly exempted from the English papers, having passed well in the lower grades. What grades would you stop at?—Dividing English into two distinct things.

811. What grade would you stop at?—I should stop after the junior, as soon as the spelling and writing were satisfactorily done.

812. You would set papers in that branch of English in the higher grades, also?—I should say only literary English then.

813. Then with reference to prescribed books in classics and modern languages—I take it it is with reference to the higher grades that you say there should be no prescribed books?—No, but even there I should have the prescribed course only a part of the examination. I should like prescribed books in the first two examinations, but none in the other two, and also giving passages from the great masters.

814. As regards modern languages you propose two sides, literary and commercial, I observe, each candidate only taking up one side?—Yes I think you have that already.

815. No, we have a different system now. All questions on the language in general are put in one paper, and candidates for the commercial course are required to pass that general paper, and get another paper on the commercial side. What would be the difference between French on the ordinary side and commercial French?—Well, with the exception of ordinary grammar and translation it means a large quantity of technical terms.

816. Some people have raised the question whether it is desirable to teach technical terms?—Well, I think it is. I, for example, don't know technical English. I could be posed in an examination of that sort. But it is necessary to know these terms in certain businesses, and there is a very distinct kind of French and German and English, which you may call commercial, and a special training in these languages is essential to those who are going into commerce.

817. But the special training would vary. In the linen trade, for instance, they would require one set of terms. A banker would require a different set still?—Well, the proper form of examination paper or questions would be in groups of three or four, and say choose one, or four, so that the pupil can then take the line he chooses.

818. Well, with reference to the way the marks are at present allotted, I think you have misunderstood the present system. It is to take off 25 per cent. of the marks obtainable from all marks gained from 25 up to 75 per cent., and for every mark above 75 per cent. to give two instead of one, so that when the pupil reaches 100 he gets full marks. In the illustration you give in your paper of two candidates gaining 74 and 78 per cent. of the total marks, their respective marks would thus be 49 and 56 per cent., not 74 and 86 per cent. And that is a nearer approach to your scale than you imagine?—Is that so?—Very well; I prefer the sliding scale.

819. The present method is a sliding scale in a way?—Yes, in a way.

820. Then you suggest that in geometry there should be a note on the papers that proofs furnished by the candidates need not conform to the words and letters given by Euclid. Do you think that any candidates require to be told that?—I am afraid so. I have known boys to be taught propositions off by heart in English schools and high English schools.

821. I should have thought that anyone who had learnt Euclid properly would know that it did not matter what letters he attached to the various angles of a triangle?—Supposing he had learnt it improperly?

822. I think I understood from your answers to previous questions that you think other arrangements should be made for *viva voce* when superintendents cannot dictate in French and German?—Certainly, if you can get them qualified.

823. Some might not have a sufficiently accurate knowledge?—Yes.

824. And when candidates are being examined in different grades in the same room the superintendent's attention when dictating to the candidates in one grade may be withdrawn from those being examined in other grades?—No doubt that is a practical difficulty, but it could be easily met.

The Commission adjourned.

On resuming—

825. Most Rev. Dr. WALSH.—Before putting a few questions to you, Dr. Mahaffy, I wish to show you something that I think will gratify you. You seem to think we are rather lax in dealing with cases of violations of our rules at our examinations. Here is the published account of the results of 1897. The first page is given up to an announcement in very large type that certain students were deprived of their examinations; nine were disqualified, and eight were deprived altogether?—That is satisfactory, but a very small number.

826. Then as we go on through the book, we come upon the particular cases. The examination number of the delinquent is given, not the name. Number so-and-so is marked, "Deprived of examination for violation of rules." I think you were under some misconception as to our action in this matter, and I felt it would gratify you to know how we really acted?—Very much.

Witness.—I suppose in extreme cases you give the name?

Most Rev. Dr. WALSH.—No, we have never done so yet, there was some difficulty about the rules. So our legal colleagues thought. But the rules have been amended, so as to reserve power to do this in extreme cases.

828. Rev. Dr. SALMON.—If you were quite convinced he should not get his examination, you should do it?—Certainly.

829. Most Rev. Dr. WALSH.—In reference to music, you are strongly of opinion that if there is to be an examination in music, it should not be confined to theory?—Certainly. I think it is a scandal that a boy or a girl who does not know a tune at all, should get a prize.

830. But worse than that, a student totally deaf and dumb, unable either to produce a musical note, or to appreciate or even hear one, say, a pupil in one of our Deaf and Dumb Institutions, might get a prize in music?—Yes.

831. I observe that in your written statement you complain of the books named in the Intermediate Commissioners' programme: you say we should recommend Professor Prout's books?—Yes.

832. Well, I have a high opinion of his books, fully as high as you can have; but is there not a difficulty? Is it not an objection, when there is question of a programme such as ours, that he works on a system that is not considered a good system by a large number of musicians—what I mean of course is his working on the "Day" system?—Well, I don't think he is tied to the Day system.

833. But he is. His treatise on Harmony is worked out altogether on the lines of that system. Now, in an examination like ours, is not it objectionable to put forward a book which is constructed on the lines of a system not generally recognised?—It may be.

834. With reference to botany I am glad to see that you recommend that the examination should

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not be held exclusively for girls. Do you not think that in a country like Ireland there are special reasons why that study should be encouraged for boys?—Certainly. I have made suggestions that botany and zoology should be studied by special students, and it is suggested by one of your witnesses on page 294—Sir Christopher Nixon. He suggests that it might relieve in part the five years' course which is so great a burden on medical students, and that this has been done in English colleges. I have since learnt that the action of the English colleges is supposed to be illegal and an evasion of the five years' course.

835. Of course I take it as your view that an examination in botany should be a practical examination?—Yes.

836. Rev. Dr. SALMON.—Both botany and music were put off because we could not examine satisfactorily?—Yes.

837. Botany and music were only used to pile up marks?—Are not they in the course still?

838. No, music was supposed to be more for girls.

839. Most Rev. Dr. WALSH.—Now, with reference to *viva voce* examinations, you make a distinction between modern and classical languages?—Yes; because though it is absolutely necessary for the modern, I don't think it absolutely necessary for the classics.

840. Don't you think it necessary in this case. A boy or a girl may get a gold medal in classics, which means taking the first place in all Ireland in Greek and Latin combined, and yet may be incapable of making any quotation from a book of Horace or of Virgil without making a deplorable display of ignorance of Latin prosody?—It is lamentable.

841. Plainly a fault like that may occur in the ancient languages as well as in the modern?—It may be so. I am quite ready to modify my statement in that respect.

842. In English you think we should not have examination in the works of any of the great masters, such as Shakespeare for instance?—Yes.

843. I should like you to develop that?—Well my view is that these works are to be the solace of man's life, and often when you put them into examination attention is called away from the beauty of the work. There is a distaste for English literature, which is a grave fault at the present day, and it is proved by the returns of the booksellers that the sale of works by the great masters is diminishing yearly in England.

844. Do you not consider that a great deal that goes on in our present system as an examination in English literature is not an examination in English literature in any sense of the word. An essay by Lord Macaulay, his essay, for instance, on Warren Hastings, is prescribed. The examination then goes into all the historical allusions in the essay, details of every kind about the history of India? Do you consider that an examination in English?—No.

845. It might as well be called an examination in Chinese or in Persian?—Yes.

846. I understood you to say that in ancient languages you would wish a much larger quantity of matter prescribed?—No; a smaller quantity.

847. At present what I should call a very small amount of matter is prescribed; but every student is liable to be examined with extreme minuteness on every point of it—on etymology and so forth, points that fairly come within the denomination of classical scholarship. I take it that you don't approve of making our Intermediate pupils liable to examinations of that kind?—Certainly not.

848. What you want is that there should be either no limitation of the quantity of matter, or if a quantity is prescribed it should be considerable?—No, not quite. Take Latin—the sixth book of Virgil's Æneid—and give it, and nothing else.

849. I understand that, but then the boy would be liable to a minute examination on the whole book?—A general examination.

850. Instead of having him liable to a very minute examination upon that one book, why not secure a minute examination upon a limited portion, and make him get up a fair general knowledge, say, of two or three books of Virgil?—I would not have that.

851. An objection is made that the system hitherto followed by our examiners in languages tends to direct attention to what your colleague, Dr. Purser, termed the abnormalities of the language — to exceptions rather than to the rules?—Yes.

852. I take it that this is a great difficulty?—Yes, a grave difficulty.

853. Is not that almost a necessary consequence of a system in which all the children in our Irish schools are subjected to one examination, and it has to be tested who is first and who is second?—Yes; the moment you want to get into competition, but not in pass examinations.

854. And I take it that you hold it to be objectionable to subject all the schools in Ireland to such a competitive examination, whether oral or written?—Certainly.

855. You consider that in the case of modern languages a dictation test should be provided: do you not apply the same idea of dictation to the case of shorthand?—Yes.

856. Is there not this difficulty, that in the case of shorthand there is no real test unless the passage is read uniformly at a certain rate throughout? Some shorthand writers may write 50 words a minute, some 100, and some 150; but do you think you could have a test unless a person is employed for the dictation who can read not only distinctly but at a uniform rate throughout?—No.

857. So that it would be necessary in a shorthand examination to have a skilled person to read?—I think if the superintendents met beforehand and read the passage together two or three times, to ascertain the relative pace, you might by that means ascertain the rate and avoid the difficulty. That is an easy matter.

858. It is not at all easy. Now let us take another matter, arithmetic. I see that you make suggestions about the proofs of rules in arithmetic. There might be a much better way. Many of these rules had better be proved by algebra than by arithmetic?—Yes; it takes away the sense of algebra.

859. You make a suggestion about geometry, that the programme should prescribe "geometry," and not "Euclid." I suppose you are aware that in Maynooth the teaching of geometry is based, not on Euclid, but upon one of the modern or French methods. But suppose the teaching of geometry in the Intermediate schools was carried out on these lines, and that a boy trained in such a way went up for entrance to Trinity College, would geometry, which is not Euclid, be taken there?—I should think it would.

860. Perhaps you would like it to be taken, but do you think it would be?—I don't know, I think it ought to be.

861. But the opinion of one enlightened Fellow might not be sufficient. You and I, Dr. Mahaffy, would like it to be taken, but I fear it would not be?—I am not defending Trinity College.

862. But would it be desirable to make such a change in the schools unless it was recognised in the University. You ought to set about converting the University on that point: the University might be got to recognise it?—Well, it might.

863. Rev. Dr. SALMON.—I should like to ask you to explain what you mean by teaching geometry instead of teaching Euclid?—The great French and German systems are all without it; and they all use modern books.

864. Some people say we should use Euclid's words and letters, why, we never use them; we use translaters?—Yes.

865. Most Rev. Dr. WALSH—Well, now, I suppose I have no hope of converting you upon the subject of Irish?—No.

867. In your interesting article in the *Nineteenth Century*, you rather find fault with us for calling it Celtic. Are you aware that that is the word in the Act of Parliament, and that, as we are law-abiding citizens, we naturally follow the Act: you were probably not aware that it is in the Act?—I was going to say that it is an extraordinary proof of the persuasive power of the O'Conor Don, that he carried such a thing unanimously through the House of Commons.

868. You had some difficulty about the rule excluding boys who had not studied for at least a year in some Irish school. O'Conor Don called your attention to a passage in the schedule. Allow me now to call your attention to the title of the Act itself:—"An Act to promote Intermediate Education in Ireland." Now, how could we promote education in Ireland if the boy's school was in Switzerland?—If the boy was living in Ireland when he went in for the examination perhaps you could promote it.

869. Now as to another point in your article: you rather criticised our arrangement in reference to the counting of marks for exhibitions. You wished all marks below 30 per cent. to be omitted, and extra marks to be given towards the top of the scale, if the student's score was high. I don't know whether you are aware that we have an arrangement in counting for competition which cancels all the marks below pass standard and only counts those above it?—Yes; I think I compared the result with a sliding scale I suggested.

870. That was in your written evidence?—Yes.

871. In that evidence, you object to our provision for the upper range of the scale, because we start the extra marking at 75 per cent., and above that we count each mark as two?—Yes.

872. Do you consider that an arrangement of this kind, which attaches a special value to marks in the higher grade of the scale, and takes away the value of the lower ones, is an objectionable system?—No; I think it is a right one.

873. And you consider that it should be maintained?—Yes.

874. And that in the interests of education?—Certainly.

875. You are aware it has the effect of limiting the number of subjects that a student can take up?—Yes.

876. I should wish to direct your attention to an illustration of this. Recently, the first place in all Ireland was taken by a young lady who had the good sense not to take up the full number of subjects allowed by the maximum marks. She attained such excellence in the subjects selected that she made a large number of double marks, from scoring above 75 in several subjects, and in this way she obtained first place in Ireland?—Yes: that is the highest and best result you can get out of your system.

877. You agree with me that it is an admirable example of how our system of assessing the value of the marks works?—Well, now, I am thoroughly with your Grace that you could not get an example more thoroughly favourable.

878. One of your objections in detail to our scale is that, as you put it, instead of "sliding" throughout, it jumps at 75?—Yes.

879. Your suggestion is that at a given point each mark should begin to count as one and a-half?—No, not one and a-half, but a fraction.

880. Excuse me, you will find your proposal is as I say. I have carefully worked it all out in detail. Then, as to another of your criticisms on our scale. Your point for the starting of the extra counting is 65 per cent.?—Yes,

881. And ours is 75?—Yes.

882. Then in neither case is there a scale sliding throughout; so the only difference between us is a very small one; it is really only a difference in detail?—Yes, we are quite agreed in principle, your Grace. With regard to what may be called the good results of results fees, I think I ought to mention the excellent results they have had in the case of the great Alexandra College, of which I am one of the governors. The efficiency of the school is largely due to their securing a large amount every year in fees, and that enabled them to pay off debts and increase the salaries of teachers and become practically an endowed school.

883. Now, that suggests another question. You spoke of the advantages which the Intermediate system has brought to our Catholic schools, and you mentioned especially the amount of money that they obtained. But have they not secured a far more important advantage—to my mind it has been of far higher value to them even than this large amount of money—they have gained by means of this system the application of a perfectly unimpeachable test as to the working of their schools?—I think so.

884. And you agree with me that this is an advantage of great value?—Yes.

885. Many people who formerly had a low notion of our Catholic schools now have a high one?—Certainly. I may mention with regard to Alexandra College that we were always willing to have inspection. But I come to an answer at page 247 of this book, which strikes me as very curious. Inspection is objected to because it would cost money to the school. I can only interpret that as meaning that the school, as regards its present appointments, is not in a fit state to bear inspection, and that money would have to be spent on it in order to make it fit to pass inspection.

886. Mr. Justice MADDEN.—That answer did not come from any one connected with Alexandra College?—No.

887. Rev. Dr. SALMON.—As I understood it, it was this: there were great announcements made as to the cost of these inspectors. Some said they would cost £2,000 a year, and the masters and mistresses thought this would reduce the amount of the results fees. But I don't think they thought it would oblige them to go to more expense?—Well, it might not.

889. Most Rev. Dr. WALSH. — Well, now, is there any other point you wish to mention?—I said something about the inexpediency of insisting on the German handwriting, and I am glad to see that in that matter I am supported by an expert; because the handwriting is not of the least use.

890. CHAIRMAN.—Commercial letters in German are now written in an English hand?—Yes.

891. Most Rev. Dr. WALSH.—And scientific books in German are generally printed with the Roman character?—Certainly. Now, I have only to say something about the papers, from year to year, not being uniform in difficulty, and between the grades, the papers may be more difficult for the lower than the higher, and the only way, it seems to me, to secure candidates against that is to have a central court of examiners.

892. I take you to suggest in your article in the *Nineteenth Century* that the examiners should be permanent or at least more permanent than they are?—I do not say that.

893. I understood you to say that frequent changes of examiners were objectionable?—Many people have said that; I didn't say it. If you had a fixed central court, such as the two Assistant Commissioners, that would settle the difficulty.

894. In reference to the change of examiners this occurs to me—whether the change of examiners does not do something at all events to check the tendency of "grinders" and "crammers," as they are called, to work on the line of studying the methods of particular examiners?—Certainly.

895. And in that way the changes of examiners are an advantage?—Yes.

896. But there is also an obvious disadvantage, and this could be obviated by having a revising central court?—Yes.

897. Rev. Dr. SALMON.—I think in justice to the Assistant Commissioners it ought to be said that they have in many cases objected to certain questions.

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Possibly they have been too timid in dealing with the examiners. But the matter has certainly not been left out of sight?—Certainly. Perhaps they want help. Perhaps they have too much to do.

898. There are a great many different centres?—There might be a permanent examiner in Dublin to help them.

899. O'CONOR DON.—Just one question about this much discussed question of Celtic or Irish. Did I understand you to state that in your opinion the marks given to Celtic are larger in proportion than the difficulties of the subject would justify?—Yes.

900. That in fact marks can be earned in Celtic or Irish, whichever you like to call it, easier than in other subjects?—That is what I am very generally informed.

901. Quite apart from the utility or uselessness of the study, is it not your opinion that the marks ought to be given in proportion to the difficulty or ease of earning them?—And the importance of the subject. You must have two tests—the importance of the subject and the difficulty of the subject. You might have a most difficult subject that was of no importance at all.

902. If the subject is put into the programme at all ought it not get marks in proportion to the difficulty of answering in it?—Not unless the importance of it was equally great.

903. If the importance was nil it ought to get no marks at all?—Yes, except that in the Senior Grade it ought to be desirable to give special prizes.

904. Putting aside the question as to the utility or otherwise, if it be necessary to have it on the programme, ought it not to be treated fairly, or otherwise will it not be killed?—Fairly is what I consider it ought to be treated, and by that I mean giving it very small weight.

905. Ought it not be treated in proportion to the difficulty of the answering?—Only if it is important enough.

906. If it be not treated in proportion to the difficulty of answering will not the effect be to kill it absolutely?—I suppose the difficulty must vary enormously according as the candidate has spoken it or not.

907. Is it not the fact with regard to these subjects that the taking up of a subject—and this is one of the evils of the system—really depends upon the number of marks that will be earned, and consequently depends upon the difficulty or ease of earning those marks?—It may not be so in the case of Irish, because the student knows the language vernacularly.

908. Is not that the case with French and German also?—That difficulty always arises.

909. Would you apply the same rule to French and German? Would you give them a less number of marks because some of the candidates may know the language without much trouble?—I should have done so except for their great importance. The importance outweighs the other considerations.

910. Will not the effect of making Irish more difficult than other subjects be practically to kill it, except in those few cases where the people have facilities for knowing it?—It may be so. I should not fret over it, you know.

911. Your object really is, as you cannot kick it out of the door, you would like to stab it to death inside the house?—I have said distinctly that I should like to turn it out altogether.

912. Would that be a dignified course for the Commission to take?—Everything this Commission does right is dignified.

913. Mr. Justice MADDEN—There is one very interesting point on which you touched and that is the course of English literature. You have pointed out very clearly what the examination should not be. I see that Professor Savage-Armstrong in his paper illustrates the class of questions that are sometimes put in English literature:—"Milton in his 'Paradise Lost' alludes to Hinnom, Arver, Nebo, Hesebon, Horonaim, Dodona, Aspramont, Montalban, Damasco, Trebisond, Memphis, the Red Sea, the Euphrates, Etna, Mozambique, &c. Describe the situation of each of these famous seas, rivers, mountains, towns, or countries as the case may be." How would you examine in English literature? You must have selected books, because of course the reason that applies suggests unforeseen passages in Greek and Latin does not apply to English. Your objection is really directed to the action of the individual examiner who, instead of testing the student's knowledge and appreciation of Milton, for instance, asks questions of that class?—Certainly; there is a very great difficulty in examining in English literature on the æsthetic side, because that is the most indefinite, and hardly suitable for examination.

914. You are agreed that you must have prescribed books in English?—Yes.

915. We know that Milton thought his "Paradise Regained" was infinitely superior to his "Paradise Lost." Suppose a student agreed with him, it would be hard to give him a bad mark for doing so. How would you examine in reference to such a book? Is it simply by testing the student's knowledge of it?—I think a very important element is their accurate knowledge of the text, the most part of which is memory. Very few æsthetic questions should be asked.

916. Is not the object to make the student know the book thoroughly. Should not the object of the examination be to test whether he knows the book?—Yes.

917. Rev. Dr. SALMON.—It seems to me to be necessary to examine a student to a certain extent, in Milton for instance, in the manner that has been referred to, in order to ascertain does he know the meaning of the passages. I was going to ask you in reference to that, and it applies equally to the classics and the other languages. You complain that the students learn the prescribed authors with too great minuteness and almost by heart. Would not the cure of that be to give a much larger quantity?—Then they would not train the boys at all in the unseen passages.

918. I would also give them unseen passages?—That ought to be the principal part of the examination.

919. When you talk of giving the Sixth Book of Virgil, that is as much as we give for the whole year's work?—I don't object to their having that off by heart.

920. Most Rev. Dr. WALSH.—You said it would be well to have a small portion for minute criticism?—Yes.

921. As an illustration of your views, would you have the goodness sometime during the course of the Commission to send in to us a specimen examination paper? Would that be too much to ask you? It would be the best way of giving your views?—Certainly, on what subject?

922. Let us say Milton, the subject just now mentioned by Judge Madden?—I have said to your Grace that that is the most difficult of all subjects.

Most Rev. Dr. WALSH.—Well then, any other great English author.

924. CHAIRMAN.—As a matter of fact, have you observed any errors in gradation in our examination papers, or is it from others that you have heard this matter spoken of?—From others. I have seen papers unsuitable for any grade. I have not watched them sufficiently to find fault with the gradation.

925. For what reason were they unsuitable to any grade? Were they too difficult, or were they questions of a character that ought not to be asked?—Both. They could not be done in the time, and they were conundrums in their subjects.

926. Rev. Dr. SALMON.—You gave expression to the opinion that the students who present themselves at Trinity are inferior to what they used to be. Dr. Purser stated that somewhat differently. I don't know that you disagree with him. His statement was that the lower men had improved, but

that that improvement did not extend to the higher men. The pace of the convoy will always tend to be the pace of the slowest ship. Will you agree with him that the falling off is chiefly found with regard to the better men?—I think it applies to both. I heard him make the statement, and I didn't think he felt as strongly as I felt in the matter. That was my impression.

927. With regard to applying these exhibitions in the interests of education, our present rule for retaining an exhibition is, that a student should present himself again in a higher grade the next year. Instead of having that as a necessity should the continuance of the payment depend upon his getting a good certificate from a good school?—I should think so—or from a college. In fact he should show evidence that he was pursuing his education honestly. Any evidence of that ought to be sufficient to retain the exhibition.

The Witness withdrew.

Rev. WILLIAM DELANY, S.J., LL.D., President, University College, Dublin, examined.

928. CHAIRMAN—Father Delany, you are at present President of University College, Dublin?—Yes.

929. I believe you have had a great deal of educational experience as President of Intermediate schools or colleges?—Yes, I was President of St. Stanislaus College, Tullabeg, for ten years, and Prefect of Studies for fifteen years, and I taught as master for three years at Clongowes and for six years at Tullabeg.

930. How long have you been President of University College?—Nearly nine years.

931. And I believe that for thirteen years you have been a Senator of the Royal University?—Nearly fourteen.

932. And upon the Standing Committee of that body?—Yes.

933. You have had a great deal of experience of the practical working of this Intermediate system. You were engaged in actual teaching before the system was introduced?—For many years.

934. You were teaching when the system came into operation, and continued teaching under that system?—Yes, and I had a great deal to do with the introduction of it.

935. Tell us generally, if you please, whether any Educational advantages have, in your opinion, resulted from that Intermediate System, and if so, what they are?—Very decided advantages. I may add that some of the expressions that are found in my written evidence hardly convey strongly enough how sensible I am of the greatness of some of the advantages. It has given a great stimulus to study on the part of the pupils, and to careful methodical teaching in the schools. It has transformed many schools. It has introduced a spirit of work, and a power of sustained attention and industry that did not exist before; and that spirit of work and those habits of sustained industry have not been limited as formerly to eight or ten boys at the top of a large class, but extended down to half the class and sometimes to three-fourths of the class—to boys who had no hope of obtaining exhibitions or prizes, but who looked forward to having their names on the pass lists, and therefore gratifying their parents and receiving rewards as well as thanks from their teachers. The effect of that upon the moral tone of the school has been very great. Dr. Molloy spoke of the system as being one by which boys were led to study for prizes and rewards, and that this had a lowering effect upon the moral tone of the schools. I confess my long experience in education leaves me very unfamiliar with the being of whom we read sometimes—the boy who studies for the love of study. The boy who studies for the love of study is almost to me an unknown quantity. He did not exist in my own school days when very strong methods of various kinds were applied to make one study—very strong ones indeed. And in the more recent times that I am familiar with, unless there was a stimulus to study in the boy's desire to please his parents or in his desire of distinction or to win something the general level of study in the schools would be very low indeed. The Intermediate system has done enormous good in that respect. It has in fact rather exaggerated the spirit of work on the part of the boys. Other things are sacrificed to it. With regard to moral tone, I think everyone familiar with schools will know that one of the first elements in introducing a good moral tone in the true sense is to have the boys innocently occupied in things that interest them, and that has been one of the most striking effects of the Intermediate system. Whereas formerly pre-eminence in athletics and distinction in the games gave a boy pre-eminence in the school, at present in the Irish schools with which I am familiar that is not the fact any longer. At present it is the intellectual boys who have done honour educationally to their schools who are the leaders of opinion. The Intermediate system has led in the Irish schools, in contradistinction to many of the English schools, to an absolute passion for work, and it has also improved the careful, methodical teaching in the schools.

Professor Mahaffy spoke about the liberty of the teacher. I think the principal head of the school ought to have considerable liberty, because he has to think of providing an education for his boys suited to the development of their intellects and the formation of their character, and also suited to their wants in life. But when it comes to the liberty of the individual class master, I think there is very often an absolute necessity for a considerable limitation. Becaus teachers have fads. One man will develop one particular kind of teaching unsuited to the general work of a school. He will prepare his boys on a system differing from that of the preceding or the succeeding master, and the result will be that a boy will be prepared in the third form by a master with one set of views and he proceeds to the fourth form under a different master with a totally different set of views, and hence, for the success of any school there must be a fairly uniform system, and that uniform system can only be had by limiting considerably the liberty of the individual teacher. Of course when I say this I speak of the school, not of the University, where the student should have great liberty in following the particular studies that he has a bent for, and I should advocate a large amount of liberty in the universities.

936. You don't conceive that the liberty of teachers has been unduly interfered with under the Intermediate system?—The liberty of the head of the school has been enormously limited, in fact, altogether cramped and confined.

937. Your present observation relates to the liberty of the individual teacher as distinct from the liberty of the head of the school?—Certainly.

938. It was to the liberty of the head of the school that I was referring?—The system has introduced careful methodical teaching into the schools. No school could succeed unless it suited itself to the programme of the Intermediate, and unless there was a uniform system in the school, and unless that uniform system was guided to a large extent by the lines marked out in the Intermediate programme.

In the second place it has aroused greater interest in education amongst parents. It has induced many to send their children at an earlier age and to leave them at school a longer time. One of the great difficulties that we find in Ireland is that parents, especially of the middle classes, keep their boys at home, especially in country places at a distance from schools, a very long time. I was once told at Tullabeg that a gentleman

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wanted to see me. When I went down I found four gentlemen in the reception room. They were all six feet one or two. I saw one of them was rather older than the others. I am rather short-sighted, and I could not distinguish them plainly. The oldest of them said, "I have come to bring my boys to you. I am afraid you will find they do not know very much; but they can ride capitally across country." That was a perfectly accurate description. They did not know much. That may seem, perhaps, an unusual case, but it is frequently illustrated in the experience of every one who has to do with schools—that boys are brought up at 13, 14, and 15, who barely know the elements of the three R's, and not very perfectly even these. But the pressure brought to bear upon parents through the Intermediate system, in the exclusion of their boys from prizes and exhibitions, has to some extent brought about an improvement, though there is still a great deal to be done in that respect. They leave them at school a longer time than before, though not to the extent that is desirable, and which, I think, is possible.

In the third place, I notice the systematic preparation for examinations which the system has forced upon almost all the Irish schools, whilst it has many and serious educational drawbacks, has certainly tended to develop in students the gift of memory and the power of accurate expression and ready reproduction of things taught to them, and I have no doubt the training has considerably helped many clever Irish boys who have won good places in the Civil Service examinations, and hence Mr. Wren, the well-known Civil Service coach, spoke highly of the Irish Intermediate boys who went to him. They had been so trained that they could concentrate their whole attention within the narrow lines that he marked out for them. Their memory had been cultivated, and they could reproduce accurately what he told them would be necessary for their examinations. That system of training has been forced upon the schools by the Intermediate system.

In the fourth place, the large sums given in exhibitions have helped a certain number of students to continue their education longer than they would otherwise have done, and in much fewer cases have encouraged them to proceed further and enter a university. I have some gratifying instances of this in my personal recollection, where boys of humble position in life have been helped through the Intermediate system, and afterwards through the Royal University to obtain a good position in life, although I think such cases are fewer than they ought to be.

Fifthly, the results fees have enabled many schools to increase their staff of teachers, to give better salaries to teachers, and to provide better teaching appliances. Let me add, however, it has also imposed on the schools much larger expenses. Whereas formerly a school was satisfied to give a skilful smart teacher a class of from twenty-five to thirty boys in what would correspond with the second, third, and fourth forms, now that would not do any longer. The class has to be divided. Formerly the good, the middling, and the average boys were all together in one class, but by the pressure brought about by public competition in the schools the classes have to be divided; the honour students educated apart, and the pass students educated apart. That means imposing upon the schools a much larger staff and in some cases a more competent staff than they previously worked with. I say a more competent staff, because formerly many of the schools in Ireland had a limited programme and their staff was suited to that limitation. Now they must teach all the subjects suggested by the Intermediate programme. Formerly, in one of the leading schools in Ireland, with which my Lord Chief Baron is familiar, mathematics held a very small place, and it was not to that school my Lord Chief Baron owes the distinction which he subsequently obtained in mathematics. It was a classical school. In the classical work a certain number of competent, classical masters sufficed. At present there must be also mathematical teachers and some teachers skilled in natural science, and some who have gone abroad and studied modern languages. Hence, large additions had to be made to the staff of masters, and my own experience at Tullabeg was that the results fees did not at all pay the additional expense entailed by the new system.

Sixthly, I say that, from a practical point of view, the system has been singularly successful, as being entirely impartial. That has been the element in the Intermediate system, which has given it its strongest hold on the country. In fact in a country where there are strong divisions, and where a certain part of the population justly or unjustly felt that they had not got fair play in the past, it was realised that in the future there was one field of competition in which all came equal, and the results of the competition were therefore received with satisfaction by the people at large, because of their confidence in that impartiality.

939. CHAIRMAN.—Just pause there for a moment. What you have said describes in general terms your view of the advantages resulting from this system—and they, no doubt, are very large advantages from an educational point of view. Is not that so?—Certainly.

940. And, therefore, if there were no disadvantages to be dealt with, the test would have had a most beneficial effect upon Intermediate education in Ireland?—I am not prepared at once to say that.

941. If there were none of the disadvantages you were about to refer to?—Oh, certainly.

942. Therefore, when we come to study these disadvantages, if we are able to obviate them either by alterations in the rules, or by an alteration in the Act of Parliament, then the future working of the Act of 1878, as amended, would be a decided advantage to Irish Intermediate education?—Unquestionably.

943. Now, will you have the goodness to proceed to state one by one what you consider are the defects or disadvantages with which we have to deal?—Certainly. The first disadvantage that I point out is that it tends to induce teachers to substitute instruction for education. It is supposed to be an educational system. Education ought to develop varied gifts in the pupil—gifts of reasoning, gifts of perception, gifts of reflection, and, most important of all, it ought to develop character. I need not say there is nothing whatever—no element whatever in the present Intermediate system—to develop character beyond the feature which I have already mentioned, that of increasing a love of study in the pupils; but there is nothing else in it to improve the social life of a school. On the contrary, it seems to me rather seriously to interfere with the influences at work in a school in the moulding of character, because the desire of distinction, the love of study, or rather the eagerness to study, whether they love it or not, which has come from it, has so absorbed the boys in many cases, in many schools, that the recreation and the games have suffered very considerably. And again, the cultivation of other gifts than those to be tested by examination has also suffered. The use of debating societies, the having of theatrical entertainments, the cultivation of music, and of other gifts, and accomplishments of this kind—these have necessarily suffered to a very large extent—not in every case, not in every school, not in every individual; but taking them in the main they have suffered. I say, therefore, that this system ignores altogether certain indispensable elements of any sound system of Intermediate education—those which relate to physical training and to the formation of character.

In the second place it holds out strong inducements to students to select subjects of study, not for their educational value, nor for the usefulness of the knowledge so obtained, but for the reason that they are "paying" subjects in which marks may be more easily gained. Hence, boys will learn not the subjects which require reflection or thinking round the matter, but those which deal rather with memory work—those in which a carefully

prepared handbook will give them all the knowledge they want to get, and which they may get up by memory; and that is done at the present moment in every classical subject of the whole examination scheme. The moment the Intermediate Board has put forth its programme for the coming year, very skilful men accustomed to teaching and setting papers bring out a book having the text bearing on the particular portion, with all the possible notes, or at least the great bulk of all the notes on every subject that might be asked. Therefore a boy is asked by an examiner (who I am afraid sometimes gets his own knowledge from a similar source)—he is asked questions of that kind, which—if they were questions that the boy had to reflect upon from his knowledge of grammar or language, I should regard as an exceedingly useful adjunct to education, but where nearly all the answers have been prepared in these tiny hand books, and where the boy has simply to know how to get a particular answer to a particular question—I regard that as in no sense education at all, except in the training of the gift of memory. Again, boys see, in the first place from the nature of the subject, and in the second place from the history of past examinations, that while it is found that a particular subject has very small figures attached to it, although it may be of the most important educational value—the boy sees that only 40 per cent. or 50 per cent. is obtained by the very highest boys; therefore, there is a reluctance on the part of the boy to learn and on the part of the master to teach a subject so poorly rewarded. Hence, the study of Greek, for instance, suffered very much indeed under the Intermediate Board, in the beginning, and very often since, because whereas boys obtained up to 80 per cent. or 90 per cent. in Latin, it was a common experience—at least, when I was more familiar with it than I am now, it was a very common experience—that 50 per cent. was the maximum obtained by a boy learning Greek. It was not that the papers in the one case were much easier than in the other; it was from a more severe method of marking on the part of the examiner. Examiners vary so very much, and some examiners seem to think only of the necessity of finding out who are the best boys.

944. Before you go to No. 3, which relates to the definition of a "school"?—Yes.

946. That defect is not inherent in the nature of the system, but it is a system of competition examination upon written questions. I would rather that you first took such defects as you think are inherent in the system with a view to seeing how you think they can be met?—Very well; the next is No. 4.

947. We will come back to your No. 3 afterwards?—Yes, the next is No. 4—(page 95, Appendix to Report).

948. Oh, perhaps you had better go on as you have it before you?—It will not make any difference to me. This was written rather hurriedly; I had not any lines before me. I object to the definition of a "school." I think it is one of the most fundamental objections that I have to the scheme as it stands, and I think it is one of the first things that will have to be corrected to put the working on a proper basis. I think there are many defects in it. In the first place, seeing that the giving of results fees has been one of the main objects, political objects, as well as educational purposes and ends for which the scheme was established, I think that that ought to be fenced round with a great deal of care, so as to see that the purposes of Parliament should be carried out. And here let me introduce a distinction which I do not think has been adverted to sufficiently. The word "secondary" has been used here—I think not quite accurately—as if it were synonymous with Intermediate. In my judgment they are not co-extensive in meaning; Intermediate—in this case—is a wider term. It covers the whole ground between the Primary school and the University; "Secondary" education MAY do so, but it may also stop short of such a course. An education taking fairly educated boys at 12 from the primary schools and carrying them up to 16, and leaving them there, I should look on as a fair course—not complete, but a reasonable course of secondary education. Intermediate education, I think, goes higher: brings boys of 17 and 18 to the threshold of the University. The word Intermediate was deliberately selected I believe to convey such a signification. Lord Cairns, in his speech introducing the Bill, gave as one of the main reasons for its introduction that there was another subject very close to the hearts of many men interested in the welfare of Ireland, and that was university education; that to deal with university education before having put Intermediate education upon its proper basis was like placing the roof before you had built the walls. The first argument he put forward for asking Parliament to give a million of money was—that it was to build the walls on which the roof might be placed, and therefore, I contend, the word "Intermediate" had its proper meaning, and that is that it was an education which covered the whole ground from the primary school to the university. It appears to me that there is no accurate definition of "an Intermediate school," which will not take that first factor into consideration. It is an Intermediate system, and, therefore, no school can be called an Intermediate school which does not give Intermediate education. I should not call a primary school, for instance, a school which stopped at the letters or words of one syllable; that is only a part of primary education, and a very limited one. A primary school is, I think, one which gives the ordinary education which belongs to certain years of life, and certain conditions, and gives the whole of it, otherwise it does not serve the full meaning of primary school. Similarly with secondary schools. A secondary school is not one which has a year added on to a primary school; it must have a course recognised as a secondary course, both in the nature of the subjects, and the extent to which they are taught. And similarly, too, I think no school can be qualified fully to be brought under an Intermediate Education system which is not an Intermediate school in the sense that it provides an education to bring boys from the end of a satisfactory primary education to the threshold of the university. I wish, however, to guard myself against being supposed to suggest that Parliament intended that the Intermediate system should deal only with students preparing for the university. I do not mean that at all; I mean that the education which is to be given there has to be one equivalent in other subjects, if such other subjects are dealt with, in its fulness and in its scope, to that which brings the classical boy or the mathematical boy to the doors of the university, and that there is no system therefore satisfactory, no definition satisfactory, which would include, as an Intermediate school under this Board, anything which did not provide such a scheme of education—it need not necessarily be classical, it need not necessarily be mathematical—but it should be adequate in its extent, and it should be proved that a certain number of pupils are in attendance receiving such an education. The present definition of a school would qualify a family; it would fit the father of a large family who taught his children at home, and had one boy he intended to send in for an examination whilst the others are learning perfectly elementary subjects. For this reason, I say the present definition of a "school" places on the same basis of educational value the school of the private teacher or "crammer" who can certify that ten candidates attended his school during 100 days, all ten being possibly boys in the Preparatory Grade, the large public school of 200 to 300 boys of all the grades, where the educational influences at work in the moulding of character in the various games of social life are fully as important an element in the production of useful citizens as the preparation for their yearly examination. My own experience as a master goes to show that it is not by any means the most brilliant boys as

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tested by book knowledge who are the best citizens or the most successful in life. Where boys have been trained to deal with their fellows and so strengthen their characters, the qualities thus developed have often carried them further in life than mere literary ability.

In No. 4, I say that by the large money prizes and results fees given in the lower grades the present system encourages a large number of boys to pursue for a year or two subjects of study which have no bearing whatever on their future avocations in life, and which within those limits of time are of too fragmentary a nature to have any real educational value. That is proved at once by the objections which have been put several times before the Commission; such as the fact, that we have coming to the Senior Grade, only one-twentieth of the boys who enter for the examinations; going to the Middle Grade, only something like one-tenth of the total number of boys who present themselves; the great bulk of the boys proceed no further than the Preparatory and Junior Grades, and I cannot regard these boys as getting, in any sense, a secondary or Intermediate education. It is true they begin certain subjects which, if they are sufficiently developed, will form a secondary education, but we could not call them secondary schools because merely of their teaching the two books of Euclid and the mispronunciation of a few words of French. Hence I believe that one of the first things that are wanted, either with an Act of Parliament or without, is such a definition of a school as would remedy that defect.

In the next place I would suggest such dealing with the programmes as would keep boys from taking up non-educational subjects. For instance, at the present moment we have particular schools that have been, and are, doing most excellent primary work; schools of the highest character, taught by excellent teachers; in which the clever boys are tempted by the prizes of the Intermediate, when they have finished their primary course to add on a year or two of Latin, a year or two perhaps in French. In that year or two—sometimes only one—they cannot learn Latin or French that would be of any educational value whatever to them. They can only thrust into their memory the answers to a certain number of questions that they may be asked. If that year or two were given to developing what they had received previously, to cultivating in mathematical boys their mathematical gifts, in training them in powers of observation in any branch of natural science, in botany, for instance, if they were to be agriculturists, or chemistry; then those boys would not be taken out of the sphere of life for which they are prepared, and the education would be on the lines that they had gone on up to that time. I should consider such further education very useful, and especially because then the parents might possibly, seeing the usefulness of it, be induced to let them go on a little further on that particular line. But a system in which—with the present opportunity of choice—boys take up Latin or French for a year and then abandon it, and yet receive a large number of exhibitions, and a considerable number of results prizes, seems not merely a waste of money, but absolutely injurious to education. It has diverted necessarily from their proper work a number of excellent teachers who, from the pressure of the parents, and the pressure of the boys take up those subjects in certain schools because they cannot help it. It does not belong to their real work, which is primary education. No. 5. The present system of universal competition tends to stimulate boys and girls at a critical period of their growth to serious overwork. That, I believe, is a very grave defect in the present scheme of universal competition. I have heard of girls' schools in which there was only one hour's recreation, with ten or eleven hours' work. At a critical period of their lives I believe it is most injurious to either boys or girls to subject them to any such strain. Even in schools where a great deal is done to encourage games, I have been told that—even during playhours—boys troop away from the playground to the study, where formerly they came very reluctantly from games even at the end of play-times. No. 6. The present system tends also to derange the working of the schools, and, in a considerable degree, to demoralise no small number of their pupils. There are now set before the average and under-average pass boy—whose name is legion—the self same questions that are framed to test the relative merits of the best exhibitioners. These papers contain a few questions which the examiners, often mistakenly, think are fairly easy pass questions. But the proportion of marks allotted to them is but a small part of the marks for the whole subject. If the pass boy answers the whole of them, that is, if he answers 100 per cent. of a mere pass question paper, he may get through. This is evidently too severe a test for very many, and, therefore, there are in all the schools many boys and girls who have little or no chance of passing even in the Junior Grade, and who never think of attempting the Middle or Senior Grades. Hence the evil consequence that in every school there is a considerable number of pupils who are practically outside the substantial work of the school. For these and for their teachers the Intermediate system of competition not only provides no stimulus or encouragement, but it holds out strong inducements to the teachers to devote their attention in a much larger degree to those pupils upon whose success at examinations depends the reputation of the school, and the retention of its place in the keen public competition, with the danger of comparative neglect for the less favoured children who make up the residuum. That, I think, is a very serious defect entailed by the system at present. I brought in a suggestion there which will come better later on.

949. We will have the remedies later on?—Another, and to my mind, perhaps, the most grave objection from the point of view of the public good is that a system of universal competition forces upon the youth of the country one and the same limited field of study, forces upon all the schools of the country one and the same programme, one and the same character. The Intermediate Education Board, I say in the paper, rules the secondary education of Ireland as absolutely as the University of Paris until quite recently ruled higher education in France. Plainly that must always be the case where the public attention is concentrated on the results of the examination, and where, therefore, to a large extent the prosperity of the school depends on the success which it shows at the end of the year. Therefore, the programme of the Intermediate Board necessarily becomes the programme of all the schools, and to succeed at its examinations becomes necessary—if not for the very existence, at least to uphold the reputation both of the masters and of the schools. They find out from the lists of the Results what subjects are most easily learned—what are most easily taught—and "pay" best in the examinations; and those subjects become the rule of the schools. We find that the schools have substantially the same courses all over Ireland. Perhaps here and there there may be a difference, as, for instance, German may perhaps be substituted for Greek, but that would be almost the limit of the variation. Another defect of the system is that it does not adequately fulfil the purpose aimed at by its introduction: to prepare students effectively and thoroughly for university education. Here let me say that, by "university education" I do not mean the limited education to which that word is sometimes applied, namely, a mathematical education, or a classical education; but that in a university—as I trust will be the case in the universities we shall have in the future—there shall be provided the highest education in all the various branches of learning and science of the present day. That, in my opinion, should be the

purpose of a real university of the present day; and when I speak of preparation for university education I mean that we ought to have a scheme that would bring up boys to such a standard that, when they came up to such a university they would be able to profit by the instruction there afforded, and come out of it thoroughly skilled in the subjects to which their studies had been directed.

950. Of course, you are aware that only a small proportion of the students go beyond the Junior Grade?—Yes, and the system does not give any encouragement to a large addition being made to the number who present themselves for examination in the higher grades. In fact, comparing the numbers in recent years with those in earlier years, it would appear that nothing at all has been done in that respect.

951. There has been no increase in the Senior Grade?—None. Then I say that the present scheme, whilst it expends large sums of money on boys of 14 or 15 years of age, in the Junior Grade, who proceed no further with their education, gives no real help to distinguished students. The hundredth boy of twelve or thirteen in the Junior Grade receives £20—the twenty-fifth boy aged 17 in the Senior Grade, receives £3—one has received a satisfactory Intermediate education, while the other is merely on the threshold, yet the boy who is at the threshold, and who proceeds no further, gets £20, while the other boy who has received at 17 years of age a thorough education, gets only £3. I regard that as very unsatisfactory.

Let me bring before the Commission a matter that I had intended to refer to in my written statement, but which I forgot to mention. I think one of the main reasons why education in Ireland had been deficient was the want of trained, skilled teachers; and that want of trained, skilled teachers was not occasioned by a lack of ability in the country, but arose from two sources. In the first place, there was no encouragement to a man of ability to take up education as his profession. Those who could avail themselves of Trinity College, Dublin, had of course many educational helps—they had scholarships, sizarships, studentships, and fellowships—the latter of which meant a provision for life, so that education, in the person of a Fellow, was encouraged and honoured. Every man who succeeded in obtaining a Fellowship had five or six competitors who hoped that they might at some future time be Fellows. Therefore you had in Trinity College, for those who could avail of it, a system which induced men of ability to go through a long course of education which led up to that end, and hence Trinity College never lacked in the schools that fed it, a sufficient number of competent classical and mathematical masters. But for the Catholic body there was no such future to look forward to, and no such university to give education. Therefore, from the beginning of the Intermediate system we found that, whilst in classics the professional training received by our priests, was such as enabled them to hold their own against their competitors, we had few highly qualified lay teachers; and in mathematics, we had no pupils because we had no qualified teachers. Consequently, one of the first things to be done in order to improve the state of education in this country should be to afford means to provide competent teachers; and if that is not in the power of the Board it ought to be made in the power of the Board to do so. I would say, then, that instead of the £50 they give at the end of the course in a lump sum of money, it should be in their power to establish a sufficient number of scholarships tenable at such institutions as the Board thinks suitable, where those clever boys could receive a university education—a number of those who, I think, at present do not continue their educational course, for the reason that their fathers ask "what is to be the end of it?—what is to become of you when you go on in your educational course?—What will it lead to?" If there were scholarships, by which clever boys would be able, at the end of their Intermediate course to receive a university training, many would be encouraged to proceed in an educational career, and a certain number of them would be fitted to become teachers in secondary schools throughout the country.

952. Does a system giving exhibitions on the aggregate of marks in many different subjects tend to discourage thoroughness of knowledge in any one subject, in your opinion?—Yes; I think that is a very grave defect in the system, in an educational point of view. It tends to make education not thorough. Many of the boys, even those who are foremost on the list, have mastered only a limited course in any one branch of knowledge—and even those who enter a university have only a poor equipment of learning, especially in the physical and natural sciences, in which new advances are constantly being made.

953. Have you any other matters to which you are desirous of calling our attention?—Well, I strongly object, on many grounds to one defect, that no examination is made in religious instruction. That this should be the case, in one of the most religious countries in the world, I believe to be a great calamity—not merely for religious but for social reasons. I think that remark applies to every religious denomination. People may say that where there are so many different sects it would be impossible to do it. But the Oxford and Cambridge Local Examinations have provided it, and have never found it to present any serious difficulty. If any parent objects to it there is a quantity of secular matter prescribed for the pupil's examination, equivalent in difficulty. That has occurred in a few instances—not in many. Recently since the change has been introduced in England by which it has been permitted that Catholics could go to Oxford or Cambridge, the Oxford and Cambridge Boards immediately came into the views of the Catholic body, and allowed them to prepare handbooks for an examination of Catholics in religious knowledge similar to those which obtained already in the case of non-Catholics. I do not see any reason why a similar thing could not be worked out in Ireland. I think the machinery for the examinations might be provided by the Intermediate Education Board, and let the different religious bodies provide the rest. I have from the introduction of the system had strong views on that subject.

954. Well, I believe, we have now had a statement of all the objections you have to the Intermediate system?—I am not sure of that; but those are the objections I mentioned in the paper I sent in. Perhaps some others have been suggested by other persons, which may turn up later on.

955. Now I will go over your objections and the remedies you suggest. But as it is sometimes difficult to apply the particular remedy to particular defects, I will take them up in detail, and we will be able to see how many, or whether any of them, are inherent in the system. Your first objection is that it tends to substitute instruction for education, and cultivation of the memory more than the cultivation of the faculties of reflection and judgment?—Certainly.

956. We won't mind whether the alteration you propose would render necessary a change in the Act of Parliament or merely an alteration in the rules—what would you suggest as a practical change to obviate, as far as possible, that objection?—That comes in in connection with another objection. I deal with that together with the objection I have to the system of conferring exhibitions on the aggregate of marks—No. 8 (*c.*)

957. If it is more convenient to you to suggest your remedies one by one you can do so, and you can then tell us to what defects each remedy applies. What is the first remedy you would suggest?—The first remedy I would suggest would be that a rather more limited course should be open to students. I

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should like groups of subjects, as I have drawn them up in the paper I have sent in, a more limited choice of subjects given to students, a more severe and searching examination in these subjects for honour students, and an easier examination for pass students.

958. I would like you to develop that distribution of subjects into courses a little more. Have you thought sufficiently over the matter to be able to suggest how many courses there should be?—I think three.

959. One of them would be a grammar school course?—Yes. The second would be a mathematical course; and the third would be what I would call the "modern course," rather than the "commercial." I think the use of the term "commercial course" tends to make many people regard it as a lower sort of thing. I do not agree in that at all. In my opinion the "modern course" might be thoroughly educational, and so it ought to be.

960. You are aware that at one time we had a separate "commercial course," but that it did not succeed?—Yes; it could not succeed.

961. The advantages attributed to that course were not equivalent to the advantages attributed to the ordinary course?—Certainly. That was the objection to it.

962. Would you approve of the courses being so constructed that the advantages, both to teachers and students, by each would be equivalent and uniform?—Certainly, but here comes in the point about the definition of "an Intermediate school"—a definition applicable to all Intermediate schools; and then a subordinate classification according to the prescribed groups of subjects: so that one manager—having a certain staff of teachers for certain subjects—might select to classify his school as a classical school; another, a scientific school; another, a modern school.

963. Would not the definition of the courses seem logically to come before the definition of the schools?—Not in one sense, because I regard no school as an Intermediate school that dabbled in a little bit of anything; but if it gave a complete modern course, a complete scientific course, or a complete classical course, I would regard it as a complete Intermediate school, although such a modern course school, for example, might not teach a word of Latin or a word of Greek. I think no school is entitled to rank as an Intermediate school which does not provide an Intermediate education, providing for boys from the age of 12, and educating them up to 18 or 19; that is, from the primary school to the University. That is the meaning of the word "Intermediate" as was used in Parliament at the introduction of the Bill.

964. You think it should provide for students from the age of 12?—Yes; from 12 or 13 till 18 or 19.

965. I do not know what you mean by the word "provide"—pardon me for asking the question?—Not at all. I mean that the programme of the school should deal with all the ordinary subjects of an Intermediate education; and the staff should be such as, in the opinion of the Board, was qualified to deal with it.

966. Supposing a school were so constructed and fitted with teachers, and supposing it had no student of capacity sufficient to compete in either the Middle or Senior Grade, would you treat that as coming within your definition?—Oh, I would never exclude a school for failure in one year only; but if a school, for five years, did not present a certain number of pupils in at least one of the higher grades, I would not regard it as an Intermediate school—it might be a secondary school, but it would not be an Intermediate school, as I believe the word is meant in the Act of Parliament.

967. And the schools that would really answer that description would represent, I suppose, only about one-sixth of the schools in Ireland—you may take it that five-sixths of the students who present themselves for examination only go in in the Junior Grade?—Certainly, and I believe that to be a grave defect in the system, and one not originally contemplated in any degree in Parliament. It is in no sense Intermediate—a scheme under which they learn merely a smattering of Latin, the elements of science, and a little French or German, instead of learning a course of subjects which will do them real good.

968. Under the system established by the Act of Parliament, students can obtain results fees by passing in only two of the divisions mentioned in the Schedule?—Certainly.

969. So that a student would be able to pass in them and to obtain some of the pecuniary benefits conferred under the Act, who would not really have received an Intermediate education at all?—Certainly; but the Board have the power to define what is an Intermediate School that would get results fees.

970. I do not say that I differ from you, but we must determine which class of school the Act of Parliament contemplated?—What obtains in grammar schools and other schools that correspond to them is this—the boys come up at about 11 years of age, and therefore, their education is not very advanced. The Legislature recognising fully the poverty of this country, and that boys come up to the Intermediate schools with merely an English education—offered its rewards at a level such as to induce boys to come up to the Intermediate schools at that grade of education, and the reason the age of 16 was adopted for this country was the difficulty of getting people in Ireland to send their children early to school.

970A. That was the reason that so high a limit as 16 was mentioned?—Yes.

971. As a general rule, however, students of 16 in Ireland are rather more advanced than in England?—Yes, now they are certainly.

972. Supposing we had a definition of a school of the kind you suggest how would you frame its courses—do you approve of the present system of giving the candidates the power of choosing their own subjects of examination?—I do not. I would not give those who went in for prizes or exhibitions the present wide choice of subjects in which they were to be examined. I would give prizes for classical education, prizes for scientific education, and prizes for modern education, so that boys could at once select which class of subject they would take up, the parents would consult the master about their boys' abilities and their objects in life, and the boys would be trained to become either mathematicians, or classical scholars, or modern scholars in the proper sense of the word.

973. You would have defined courses of subjects not capable of being added to at the will of the students?—Oh, of course there would be a certain number of optional subjects. I would give exhibitions in the classical course, in the mathematical course, and in the modern course—with one or two qualifying subjects in addition for each, but of course I should like in all courses to have English, spelling, writing, and arithmetic—those would be a *sine qua non*.

974. Of course you would include English in all courses?—I should include English, but personally I do not think the present examinations in English educationally useful to any extent.

975. If you had courses of that description would you allow a student to add an additional subject to his course, so as to entitle his teacher to obtain an additional result fee?—I should prefer one uniform result fee, so as to give no temptation at all to the teacher to widen up the number of subjects a boy might take.

976. Would you allow a student in his competition for exhibitions to take an additional subject which should count in the award for exhibitions?—I would allow one or two additional subjects.

977. Would you have any limit as to the character of those optional subjects? Allow me to put this case

to you—In a grammar school course suppose a student (A) beats student (B) in Greek, Latin, Mathematics, and a Modern language, but does not take up Drawing. B, who is inferior to him in the four subjects I have mentioned, in addition to these, takes up Drawing, and is a good draughtsman, is he to get an exhibition, and by his knowledge of Drawing beat the boy who, in the other four subjects of knowledge, is his superior?—Certainly not. I would allow a boy, just as in Trinity College, if he goes in for a studentship to take one or two secondary subjects, not more than two to count.

978. I think I understand your definition of a school and of the courses. Now, with regard to the grades, would you have them as at present?—Yes; if pass be substituted for competition in the Preparatory Grade.

979. You heard Professor Mahaffy approve of the suggestion of Lord Justice FitzGibbon, and that the maximum age in the Senior Grade should be 17, would you approve of that?—I don't think it practicable. I think a great number of schools in Ireland would find that that would tell altogether against them. Many of them contend, on the contrary, that boys of 19 or 20 might be permitted to be examined in the Senior Grade, though not qualified to obtain prizes.

980. Taking the maximum age in the Senior Grade to be under 18, what would be the lowest age at which you would present a student to be examined?—I should have no objection, if it was only a pass examination, to begin at 14, or even at 12, provided it was only a pass, but I should rather have it abolished than as it is now.

981. No student is eligible at present to be examined until he is over 13, do you suggest that any alteration should be made in reference to that?—I think 12 would be quite enough for the first-grade on the supposition that it is only for a pass; if there is to be competition, I object to the whole thing. I object to the Preparatory Grade altogether if there is to be competition.

982. There must be competition in some grades?—Yes, of course.

983. What would be the limit of age at which you would permit students to compete?—I think competition in three grades is too much. I would prefer competition in only two grades, at 16 or 17 and 18. I am not sure that I would not prefer 16 and 18. I don't say that positively. I merely say it is my opinion, but I don't like too many competitions. I would have only two competitions.

984. I observe that you consider that the number of Intermediate Education Commissioners ought to be increased?—Yes, I think so, for the large amount of work that has to be done, and where the Commissioners are all busy men, I think it must often be difficult to get a quorum. I think that if the number was increased to twelve it would be better. Questions must sometimes turn up when there are only one or two Commissioners present, and in some cases I should suppose they have to adjourn until a larger number can attend. I think from what I have heard and from what I know that twelve would be a better number of Commissioners.

The Commission adjourned until the following morning.

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THIRD DAY—FRIDAY, JANUARY 13TH, 1899.

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick Street, Dublin.

Present:—The Right Hon. C. PALLES. LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

Rev. WILLIAM DELANY, S.J., LL.D., President, University College, Dublin, further examined.

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985. CHAIRMAN.—I believe there are some of the matters mentioned yesterday as to which you desire to make some further observations?—Yes.

986. We will take those, if you please, before we proceed with your examination on other matters?—Yesterday I said that one of the crucial questions—for the improvement of the Intermediate system—would be a correct definition of a "school," inasmuch as if the school is not correctly defined, if it is too severely applied, proper results fees will not be given to the schools that are qualified—if, on the other hand, it is too loose and too inaccurate, a great number of schools that ought not to find a place in it at all will come in and absorb a large portion, perhaps, indeed, the very largest portion, of the results fees. I said, therefore, yesterday, that, to my mind, a reply to the question, "What is a proper definition of a school?" was furnished by the very title of the Act, viz.—that it is an Intermediate Education Act, and I explained that in my view the word "intermediate" did not mean merely and simply what is often largely called "secondary education," but that—in the sense in which it is used in the Act that the word "intermediate" has a more clearly defined meaning than the mere word "secondary." I explained that an education taking the boys of the age of twelve, leaving the primary schools, eleven or twelve, or a clever boy even earlier, and conducting them to sixteen, taking the average boy, would be and could be regarded as a fairly satisfactory secondary course. I might mention certain schools in Germany as secondary schools doing that work. They take boys from twelve to sixteen. But, taking the debates in Parliament, and the express purpose for which Lord Cairns, in introducing the Bill, declared the Government introduced it, the word "intermediate" had a defined meaning, much more defined than the word "secondary." Since I came before the Commission yesterday, I have gone over the whole debates in the House of Commons and the House of Lords to see was I justified in pressing that view upon the attention of the Commission, and with the permission of the Commission I shall quote the words of Lord Cairns—they are not very long—introducing the Bill, and they seem to me amply to justify that argument of mine. I quote from Hansard, vol. 241, 3rd series, June 21st to July 22nd, 1878, page 7. After some preliminary remarks on the unsatisfactory condition of University education in Ireland, showing the much smaller number of students who were enjoying the education of Queen's College, and of Trinity College than might have been properly expected, he went on to say:—"My Lords, the first reason is this, the neglect of Intermediate education in Ireland, is one which is immediately connected with university education in Ireland, and every person of all parties is anxious and has professed the greatest anxiety to place the university education of Ireland upon the best possible footing, and to extend it where it requires extension. But in order to do this all who have thought on the subject are met at the outset with this difficulty, the necessity of retaining a supply of students for the universities in Ireland. These universities, whatever they may be, and whatever may be their particular form, must depend for their supply on the Intermediate schools, and if you have not proper provision for Intermediate schools it is quite useless endeavouring to improve your university education. In the great educational building the primary schools are the foundation and the university is the roof. You have laid in Ireland your primary foundation wide and deep enough, but it is quite idle to complete the edifice until you have paid some attention to the walls and intermediate parts of the building. Therefore the first reason why it appears to Her Majesty's Government absolutely necessary that some steps should be taken to improve Intermediate education is that these steps must be preliminary to what we are all anxious to consider, namely—the question of university education in that country." Lord Waveney then said he had seen a great deal of the working of educational matters in Ireland, and this Bill would do much to reanimate that excellent system of grammar schools which formerly existed in that country—showing that Lord Waveney, while criticising and applauding the purpose of the Government, also understood fully that it was intended to reanimate the system of the grammar schools. So far, therefore, for that first definition of the schools.

987. Before you proceed further, I suppose that you refer to these speeches, or rather to that speech, not as affecting the interpretation of the Act, in point of law, but as matter fit for our consideration in framing the rules which we are empowered to frame under the Act?—Certainly. I am not speaking from the legal point of view at all. I am speaking historically as to what was the meaning of the Bill as put before Parliament.

988. According to my view we could not take the speech into consideration in interpreting the Act of Parliament, but we can take it into consideration in determining what rules we should make for the purpose of carrying out the Act?—Certainly. My view was merely to support the argument that I mentioned to put before the Commission, viz., that the word "Intermediate" in this particular Act was originally intended to convey a certain defined meaning.

989. Rev. Dr. SALMON.—But are we at all bound? Suppose we find that a commercial school was not intended by the Act, and we think it would be a benefit to the country that commercial education

should be given, the Act does not prevent us?—I am very glad you asked that, Provost, because I might be misunderstood in that sense. Since the Intermediate Act was passed, there has been given to the Intermediate Board a very large additional sum of money, and though given to the Board to carry out their general purposes, there is nothing at all that I can see in equity—certainly I do not venture to speak on the matter of law at all—to prevent them applying it to the purposes of encouraging secondary education generally. I should be very sorry to give it to be understood that I thought the whole £80,000 which is given to the Intermediate Board ought to be applied for the benefit of a small number of grammar schools. Not at all. I used the word "fully."—That no school should be *fully* regarded as an Intermediate school except one that had a complete course. But if there was a true secondary course, as distinct from a fragment of a course, I think that the school would most properly come under the purview of the Intermediate Commission, and that it should be encouraged, and I for one would welcome most heartily, from an educational point of view, the provision of such schools in the country—such as you speak of.

990. Mr. Justice MADDEN.—I may mention, not by way of interrupting your examination, that there is a definition contained in the Intermediate Education Act for Wales, which probably you would like to look at, but that we are unfettered by any definition?—Yes.

991. It is an Act of 52 and 53 Vic., and there is a strict definition of Intermediate education in that Act?—I am afraid that that would mean that I conveyed in any way that the Commission was bound to take a certain course; not at all. I was suggesting for the future, and merely giving as an explanation of my own meaning of the word, the history of the introduction of the Act into Parliament.

992. CHAIRMAN.—I understood from your evidence yesterday that you do not contend that even under the original Act of 1878, Intermediate education was limited to education that led to the University?—Certainly.

993. But that, on the other hand, you said that it embraced scientific education of any character, a modern course, as you style it, but what you insisted upon was that it should proceed towards the completion of what was Intermediate education, and not stop at the commencement of it, or when it had proceeded for only one year?—Precisely.

994. That you pointed more to the length of the course than to its width?—Certainly. That a school could not be called a secondary school, or an Intermediate school, because it gave a fragment of a course. But if it had a full course, three or four years, I should regard it as an Intermediate school, but not of the highest level—class B, or C, or D.

995. Mr. Justice MADDEN.—The definition I was mentioning is not a definition of a school; it is a definition of education?—I think such a definition most desirable.

996. CHAIRMAN.—Is there anything else you wish to refer to that was mentioned yesterday?—Indeed there were, but they do not bear upon that point. But I might mention as matters of interest there were some things I came upon yesterday in the debates. For instance: "Lord Dunsany.—Why should not English boys come here?" And the Lord Chancellor replied in the words which his Grace brought out yesterday, "Because the Bill is to encourage Intermediate education in Ireland." Again there was the question of Celtic, and here a very strange misunderstanding seems somewhere to have prevailed about the part of O'Conor Don; it was entirely due to him, and it was on his motion, that Irish language and literature was added in the schedule to the Bill.

997. Most Rev. Dr. WALSH.—In consequence of what has since occurred, it is well to observe that this was stated here most distinctly yesterday, and that O'Conor Don's examination of one of the witnesses was directed to show the absolute necessity of retaining Irish in our programme?—I hold entirely in the strongest way educationally with him for reasons which I will give just now. *Apropos* of that it may interest the Commission for a moment; the word "Celtic" was objected to by Professor Mahaffy, and I think rightly; the word "Celtic" was objected to by the Irish members most strongly, and we find that Mr. O'Connor Power on their behalf, said that no Irish member used the word "Celtic," they all called it "Irish," everyone was satisfied with the word "Irish"; the word "Celtic" had been introduced by the Government. I may add that what I read yesterday modified considerably the views I had about the suggestions which I proposed to submit to the Commission as possible under their present scheme. I had thought out with a good deal of consideration suggestions, which involved a combination of inspection with examination. But on reading the debate in the House of Commons—although, as the Chief Baron has said, the debate does not bind us to the interpretation of the Act, still the view and the mind of Parliament will probably be visible in it—I found that the question of inspection again and again turned up, and was debated at length, but the Government resisted any proposal of inspection beyond the very limited inspection contained in the Act. That is explained by the Lord Chancellor. "Allusion has been made to inspection, but we do not want a general inspection of the schools. But there are certain things mentioned in the Bill, conditions, as to the number of pupils and the attendances, as to which it may be necessary to have some limited inspection, and so far as this is necessary that duty will be performed by the Assistant Commissioners." That is found on page 445. And again, as bearing on what I said as to the character of the schools that were in the mind of the Government, this remarkable phrase occurs in the speech of Lord Cairns:—"Whereas Intermediate are nearly always boarding schools, the primary schools rarely indeed are more than day schools." That I quote merely as emphasising what I regard as the view held by the Lord Chancellor with regard to the nature of the schools it was proposed to benefit. And again in committee, when it was urged that the National schoolmaster who had a clever boy and who got his success for the clever boy, could not be shut out of the results fees, the Lord Chancellor replied—"I maintain that they could not do a worse thing for primary education than to hold out inducements to the masters of primary schools to neglect the ordinary rank and file of those schools in order to give a better education to some boys who might be capable of earning results fees." I am afraid that at present there may be some danger of that in primary schools. Then the question of inspection was raised again in the House of Commons. Mr. Fawcett proposed an amendment to provide inspectors; a strong and long debate took place upon it. Mr. Lowther said it was impossible. Mr. Butt argued against it, and it was rejected.

998. CHAIRMAN.—Now, we will go to where you left off yesterday. We were commencing last night when we adjourned with your recommendations as to inspectors?—In reference to inspectors, yes; and, as I say, I have modified my views since then. I intended to suggest a combination of inspection and examination which I at that time believed to be quite within the power of the Board at present.

999. I should be glad if you would give us your view as to what would be the ideal system irrespective of the questions whether it could be constituted under the present Act, or would necessitate an amendment?—Oh, that was not my ideal system; I was thinking then of what was possible to you without an Act of Parliament, about which I see great difficulties. If you ask for my ideal system I will give it you.

1000. Yes, I should like to have your ideal system?—I will give you the general principles first.

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The ideal system ought to leave considerable opportunity to each school to have its own individuality, and thereby to encourage the differentiation of schools so as to provide for all the various wants of the community, so that after a time it would be known all through the country that a certain school was a brilliant classical school, that another was a mathematical or scientific school, that another was a modern or, if you use the word, commercial school. Now, no system worked by a central board in a common programme could ever by any possibility realize that condition of things, and therefore in order to obtain that condition of things I should like to have a strongly constituted central Board with skilled experts—inspectors and examiners—and each school would submit to that Board its programme of studies, would send up at the beginning of the year, if it desired to have results fees, its complete lists of students, say somewhere in November, classified, giving their age and the subjects they were taught. The inspectors of the Board should have liberty at any time to come down and inspect the system of education in the schools, to examine classes, not in the way of taking two or three, but as a National Board inspector would do, or, to give an example that I am familiar with, as I would do in a class in college—go in and take the class myself or listen to the master taking the class, and make suggestions to him afterwards if I noticed anything I should like differently done. This should be done in the presence of the master, and the master, if he thought the inspector travelled outside the lines of his duty, either in the dealing with the students or in his tone, should have the right of making a representation to the central Board, and a head inspector, or two if necessary, would investigate the matter practically and report upon it. Such inspection would test the method of teaching modern languages—if they were taught *viva voce*; it would test the method of teaching scientific subjects, if they were taught practically; it would report on the laboratories—a report on all the subjects that required individual action on the part of the students. Along with that report there should be an examination, a pass examination by paper—papers sent down to the school—uniform papers if necessary, for schools of the same sort—it would lessen expense. There would not be competition between them, but merely pass papers sent down by the central Board's examiners to the school.

1001. Examining all the schools upon the same examination papers, or having examination papers framed, having special regard to the programme of the school?—According to the programme, certainly.

1002. And having the same examination papers where the programmes of the schools were similar?—Yes; for convenience, lessening of expense, and ease of examination, merely.

1003. But you attach importance to the examination being one which need not necessarily be uniform, because each school is to be examined upon its own special programme?—Certainly, and its own character. Then with regard to the results fees, I would combine the results of the written examination with the report of the inspector. The written papers would be examined by the central examiners in Dublin; no names would be attached to them, there would be merely numbers, just as at present. These papers coming up, therefore, would be examined by independent examiners; they would be examined, as they are now, by an independent and thoroughly competent board of examiners, about whom I will say a word later. Then on that report—which would be modified, of course, in reference to the ultimate results by the report of the inspector—I would grant the results fees, and I would have a varying scale of results fees, a sliding scale of results fees, on the percentage of passes in the classes, in order that I might give an inducement to the heads of the colleges and to the masters to attend to the dull boys; the larger the percentage of passes in a class the larger would be the amount of the results fees.

1004. The larger the rates of the results fees?—The larger the rates of the results fees I mean. So that if on a reasonable paper, 75 or 80 per cent. pass, that I should regard as excellent from my experience as a schoolmaster; I should regard that class as very well taught. If 70 per cent. passed I should regard it as well taught—really well taught; 60 per cent. fairly taught; 50 per cent. very middling; anything under 50 per cent. defective, that is if the papers were what they ought to be, and were marked on as they ought to be. I should recommend that the examiners for that purpose should be permanent examiners—certainly not examiners chosen one year and others chosen another year, because the variation at present is very often disheartening in its results. It has happened under the present system that a boy was examined and obtained good marks, very good marks, in his subject, say mathematics; he has studied for another year in the same grade, and the next year did not pass.

1005. In the same grade?—In the same grade: the next year he did not pass. Cases of that kind have happened. I am afraid that they are not confined to the Intermediate: I have had a paper this morning showing something of the same kind at the Royal University. That is the first element.

1006. The first element of your ideal system?—The first element of my ideal system—liberty for the master, separate programmes, inspection, oral examination by the inspector in the master's presence, or by the master himself in the inspector's presence. I would give him the choice, but the inspector would then have power to say, "Please examine them in *this*," having previously learned, of course, what was naturally to be expected at that particular period of the year from the boys. In this way boys would not be intimidated, as they are sometimes, by a strange voice; they would be examined by their own master, who would know how to bring their knowledge out. The questions in such a case could not be crammed, because the inspector would himself have selected the matter to be examined upon, and he would see also the manner in which the boys replied, and the general tone of the school. Along with that oral examination I should take into consideration the results of the written pass examination, and I should award the results fees on both jointly.

1007. That deals with pass examinations and result fees?—Yes.

1008. Now have you considered the mode of dealing with the competition?—In my ideal system the only national competitions I should have would be in Junior Grade, and a competition at the end of the course for scholarships enabling students to pursue their studies beyond the Intermediate course; but in all cases I should continue to have some competition. The stimulus given by competition to the masters and to the colleges and to the boys is very valuable indeed, and it helps the masters to methodise their work and to train the boys. I believe there is a very great deal to be obtained by judicious systematic examination as distinct from the competition system, judicious examination in the school during the year. Failing the full adoption of that portion of my ideal system, I should maintain the present competition in at least two grades, and I am quite open to consideration about the Middle Grade too; but theoretically, I think, I would prefer only two, the 16 and the 18.

1009. At the end of the Junior Grade and at the end of the Senior Grade?—I have not very strong views upon that. With regard to that competition—seeing that there would be at least 600 or 700 pupils—boys and girls—to be examined from all parts of the country—I confess I do not see how it could be so carried out *viva voce* as to be satisfactory or to command the public confidence. Nor do I attach much importance to it—the importance that has been attached to it by many here—for this reason, that if you had that system of mine the methods

of teaching the schools would have been all tested by the inspector; that would have been all reported upon; it would have been seen that the boys were taught to pronounce and to read, things that are almost entirely neglected under the present system. I should require the inspector to report specially on all such subjects; and that, I think, would remedy it considerably. That would, I think, for all purposes have secured immunity from the present evils, and at the same time the written examinations would to my mind afford the most accurate and satisfactory test of real knowledge. I know, speaking myself from experience of long years—I am dealing with literary subjects now; I will have a word to say afterwards about practical subjects—I never attach very much importance to the *viva voce* part. I have found very often that, in my opinion, smartness perhaps enables a boy with very little knowledge to get through the *viva voce* examination where a boy who knows ten times as much gets embarrassed and cannot reply, gets nervous and cannot do himself justice at all. That is happening every day. I am familiar with it every day. I think once we have remedied the evils of the present system by the inspection, we might have the examinations exactly as they are, entirely by writing, and therefore continue to command the confidence of the whole country about your impartiality.

1010. Would you limit this competition to students who had passed examinations at the schools?—Oh, I do not know; I could not do that, because, as was pointed out, there is no limitation to the word "school" in the Act.

1011. I just wanted to know what your view was, because, as I understand, we are dealing with an ideal system now?—Certainly.

1012. And not with the system as laid down and controlled by the Act?—I regard the object of the Act or of any such Act, to be to improve schools because after all, it is on the schools that the education of the country would depend, but at the same time the Act certainly did not exclude, and I do not think any Act would exclude students, who had been privately educated, from presenting themselves to get a certificate of their knowledge. Therefore I do not say that I would require absolutely beforehand any condition of the kind.

1013. Most Rev. Dr. WALSH.—But you would not admit to competition a boy who had failed at the pass examination at school?—No.

1014. CHAIRMAN.—That is the question I asked Would you admit to competition any student who had not passed the examination at the school?—That is a different thing.

1015. No?—Excuse me. You asked me if I would admit to this competition only those who had passed at the school. I say no; I should not exclude outsiders. But those who had failed at the school I would not admit. Logically that is a different thing.

1016. Rev. Dr. SALMON.—Suppose a boy refuses to go to the examination. You would admit a boy that refused to go to the examination at all, but if he presented himself and failed, you would reject him?—How?

1017. You give an advantage to a boy who does not get examined over a boy who does?—No. Every boy under my scheme would be bound to be examined. The inspector would go down the list of the class, call the names, and ascertain that they are present, otherwise the question of percentages would not come in.

1018. CHAIRMAN.—Would you limit the competition to boys who had been in school?—No; that is what I say.

1019. In regard to a boy who was not in a school, would you propose that he should subject himself to a pass examination?—I do not think the pass examination ought to be a necessity at all. That is just a question of results fees, which is only in regard to the encouragement to be given to colleges; for outsiders the question of results fees, and therefore of examination and inspection, do not arise.

1020. But in reference to the eligibility to compete, you observe that under your scheme a student who did not belong to any school would be at liberty to compete without undergoing a pass examination?—Of course I attach no importance to that. A boy may fail to pass from any reason, from sickness, for instance; I do not know that I would insist upon the boy coming up.

1021. Do you wish to mention anything as to the general features of your scheme before we come to the details of it? I observe that you make here a classification of schools?—Yes. That classification as it is here is very imperfectly expressed. The germ of the idea was what I said before, that no school could be called an Intermediate school in the fullest sense except it provided a whole course of education from the primary school to the threshold of the university. That would be Class A. Class B would be schools that provided a secondary education that came up half-way, say, to the Middle Grade.

1022. If you have dealt with that question already it will not be necessary to refer to it again?—But I would add to that, that the mere general definition would not be sufficient; it should come down to details, and I think in details there should be three conditions—the programme, the number of students, and the actual work done. Those three elements should be taken into consideration—a programme which had been recognised by the Board as covering what was properly Intermediate or Secondary education—a sufficient number of students to constitute a school as distinct from a handful of pupils taught by a private person—and there should be proof given by the number passing the examinations to show that the work had been done. Those three conditions I should require.

1023. Of course you would have exhibitions attainable by students in each of the three several courses which you have suggested?—Certainly

1024. And, I assume, there would be no competition as between the students in different courses?—No.

1025. Are you of opinion that the percentage of exhibitions at present awarded is too large or too small?—Oh, I think that it is entirely too small in the Senior Grade, but much too large in the Junior Grade and in the Preparatory Grade; both quantity and value are too large.

1026. We will go through them one by one, if you please. In reference to the Preparatory Grade I understood that your view was that there should not be exhibitions at all—no competition and consequently no exhibitions?—No exhibitions whatever.

1027. Do you think that in the Junior Grade the number of exhibitions to be granted ought to be measured by a percentage of the number of those who pass the examination?—Well, I should leave that in the discretion of the Board; it is merely a sort of rough and ready way of settling the question.

1028. I want to ascertain your view as to the number of exhibitions; should it be 10 per cent?—If you lump the exhibitions and prizes in one number and call them rewards I do not think one in ten excessive, or even one in eight.

1029. You see "prizes" may introduce those minor prizes; I would rather you confined your evidence at present to exhibitions. Take now the Junior Grade. You are of opinion that the exhibitions awarded in the Junior Grade are too numerous. What would be your maximum?—If they were reduced in value I should not think them too numerous. I think the purpose of giving exhibitions in the mind of Parliament and of the framers of the Act was to enable students who might otherwise not be able to do so to obtain further education. I think it was intended to give in exhibitions such help as might enable them to pay the fees necessary for the further education,

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not as a reward for what they had already done, for that is fragmentary up to that period of their career; it was obviously in regard to the future, and this was shown by the fact that the exhibition was for three years—to lead them up to the university. The three years' exhibition seems to be conclusive about the intention of Parliament that it was to cover the whole ground between the primary school and the university; they were to go up from the 16 limit to the 18 limit.

1030. As regards the character of the exhibitions, you would not have the money amount paid to the student, but you would have steps taken to ensure that it should be expended on his education?—Yes, certainly.

1031. You know the nature of the Erasmus Smith's exhibitions that are held in Trinity College?—Certainly, and hence as the £20 is a larger sum than is paid for the fees of teaching in any school that I know, I think £20 at that particular period is too large a sum. I might give it perhaps to the first ten or twelve, or even twenty, certainly not beyond that. I think £10 would be quite an ample provision after, say, the first ten or twenty. The reason I keep the £20 for these is that education of a higher kind will, in the main, in this country, not be obtained except in boarding schools. There will be here and there particular places where the education may be had in day schools, but, in the main, it would not be obtained except in boarding schools; and there may be very clever boys in distant parts of the country who have not a day school sufficiently advanced; the schools available would bring them up to a certain point, and could bring them no further. I should regard it as a very desirable thing in many ways, that such boys from any part of the country should be helped, if they had it in them, to get the very best education the country could give.

1032. Is not that the very reason why the exhibition should not be less than £20 a year? Is not £20 a year little enough to give, together with results fees, to a boarding school for educating a boy?—Unquestionably. The reply is that in the case of a great number of those who receive the £20 it does not go to any school at all, but goes into the pocket of the parent, and pays the rent or something of that sort.

1033. I am quite aware of that. That is one of the great evils that must be corrected. But that is a matter that can be remedied by rules?—Yes.

1034. Your suggestion is that provision should be made by which the entire amount of the exhibitions should be applied in education?—Certainly.

1035. And assuming that that has been done, would you see any objection to an exhibition of £20 in the Junior Grade?—Not the least; but I would not go so far down as at present. The reason I would not go so far down as at present is that the object is to help boys of brilliant gifts to get that further education. Once you get down below the first fifty or sixty you have gone beyond the boys of brilliant gifts, and for those below a prize of £10 would be quite ample enough. The first fifty, I think, would more than exhaust—I think I am generous in saying fifty—it would more than exhaust the number of those to whom the further education was intended to be given.

1036. I suppose you would not have more than at most one-half of the exhibitions at present awarded in the Junior Grade?—Not more than one-half.

1037. One word in reference to the boys who are not quite so brilliant. You suggest that they should receive a reward of £10. Now, there are two questions I wish to ask you in reference to that. The result of that would be that the boy who is not so brilliant would receive a personal benefit to himself, that would go into his pocket, and the brilliant boy would receive nothing but education?—No; I should require the £10 to be expended on education.

1038. Not as a personal prize?—Not at all; I would give it for fees for further education certainly. And if it was certified that any boy who came within the first 50 had gone to a boarding school where the expense was greater, I would give him the £20.

1039. Is it your view that if 10 per cent. of the higher successful students in the Junior Grade would, during the next year, go to boarding schools—there should be the full number of exhibitions at £20 a year to the Junior Grade that are now given?—I am not sure that I would say that. No, because I do not think it would be worth while for the country to spend such a large sum on a considerable number of lower exhibitioners as they are at present; I think their intellectual position and their power of coming to distinction are too limited to justify such a large expenditure.

1040. But it is necessary that there should be some mode by which the brilliant students shall be brought into the university and to the higher classes of education?—Certainly. I would give them even more than at present for that reason.

1041. I come now to the Middle Grade. You have said that you consider that the number of exhibitions in the Middle Grade is too low?—I think so.

1042. We may take it, I suppose, that the Middle Grade students are about 10 per cent. of the Junior Grade?—Yes.

1043. Therefore, although you have the most brilliant boys of the Junior Grade going on to the Middle Grade, the amount of rewards distributable amongst them is practically about one-tenth, and that is due to a circumstance over which they have no control, in the fact that their opponents do not enter the grade?—Yes, to a large extent. However, I point out here that I would not venture to say that the prizes are only one-tenth, because a very large proportion of those who are Middle Graders, though they do not win new exhibitions, retain on fairly easy conditions exhibitions they won in the Junior Grade; therefore, they are really exhibitioners, though not on the same level as the Middle Grade exhibitioners themselves.

1044. I rather understood that you objected to the retaining of exhibitions?—So I do.

1045. We must take your scheme as a whole?—Oh, yes. I misunderstood you; I thought you were dealing with the present system.

1046. No; I am now asking you with reference to your ideal scheme?—In my ideal scheme I would give a very much larger number of prizes and exhibitions in the Middle Grade. I do not know that I would put any hard-and-fast rule to the number at all.

1047. I was about to ask you about that—that it should be governed by the amount of merit displayed by the students, not by any hard-and-fast line?—Certainly. I would give rewards to fully one-third of the men in the Middle Grade, fully one-third and more if they earned it. As a rule they are exhibitioners of the Junior Grade and a few others who were very near exhibitioners; there are not very many more.

1048. I suppose you would give even a larger number of exhibitions and prizes in the Senior Grade?—Yes. I regard the Senior Grade as equal in difficulty to a university examination, and more difficult than many such. As we are on that point there is an observation I should like to make. I do not know whether you are going to come back to it afterwards. I have given a reason why I do not wish exhibitions continued. It is in connection with one of the rules that at present exist. It obliges a boy who has won an exhibition or retained an exhibition, if he goes up for examination, to go up the next year. From the beginning of the Intermediate system to the present time I have had a strong conviction that it is injurious to education.

1049. We are wandering from your ideal system. I suppose there are no such limitations except those that you yourself propose?—Certainly.

1050. Are you of opinion that the exhibition ought to be a sum of money for one year only, or that it should extend as at present over more years than one?—For one year only if competition be retained.

1051. You are aware of the Erasmus Smith exhibitions, and exhibitions of that nature?—Yes. May I give my reason while you are on that?

1052. If you please?—My reason for favouring one year only is that under the present system we find this strange anomaly, that we have some students retaining exhibitions on low qualifying marks, whilst other students who answer far better at the same examinations are frequently left without even a prize. That, I think, is a regrettable anomaly.

1053. Do you not think there is always a certain element of chance in the obtaining of an exhibition?—There would be no element of chance in a system in which the prizes came year by year, except such chance came from the imperfection of the examination. If you take my full scheme there would be no chance whatever there.

1054. There is a chance whether the best boys will come out best at the examination?—That is quite true, but that chance is not inherent in the system, whereas at the present moment——

1055. It is inherent in the system as applied to human nature?—Only in that way, but in this case that particular result is caused by your rule directly.

1056. I am speaking not of our rule, but of your system?—Very good.

1057. If a boy were ascertained in the Junior Grade to be a really brilliant boy, a genius, the retention of his exhibition for three years upon easy conditions would certainly give an element of permanence to it which would ensure proper education during the continuance of the exhibition, and also free his mind from anxiety as to his position in the succeeding two years?—There we have got off my scheme; that is an argument as against my scheme for the present one.

1058. I am testing your scheme, as to whether you would alter the scheme?—My reply to that is, that on the contrary it has the effect, in many instances, of the boy not doing the work that he might otherwise have done, because he knows it is very much easier to retain his exhibition than to win a new one, or sometimes even to win a prize in the grade to which they go up. Though they are not even prizemen in the Middle or Senior Grades, they retain exhibitions won in the Junior Grade.

1059. In your ideal system do you wish to say anything as to the limits of age? I think there are some matters in our system which you object to?—Yes; I think a Junior Grade exhibitioner ought to be permitted to remain and present himself in the same grade again, if still within the age prescribed. It is a serious injury to that boy's education to force him under penalty of losing his exhibition to go up the following year to the Middle Grade, and the next year to the Senior Grade. His mind is not as yet sufficiently mature, and in your programme there is more than a year's work between the grades.

1061. It takes more than a year's study to work from the one to the other?—Yes, to do it thoroughly, and still more when you come to the Senior Grade. I would like to see that boy mature; I would like to see him able to compete, to keep on him that useful stimulus to attention to study and attention to work, and also because he will see new work. But he should not get a new exhibition in the following year whenever he goes up in the same grade.

1062. I want to ascertain the details of your scheme as to age. What is the inferior limit of age at which you would allow a student to compete?—I do not think I would allow him to compete under 13 or even 14: I would say 14.

1063. How many times would you allow him to compete in the Junior Grade?—As long as the limit of age did not shut him out.

1064. Until he came up to 18?—Oh, no; 16, Junior Grade. If there was competition in the Middle Grade, 17; Senior Grade, 18.

1065. Middle Grade up to 17; Senior Grade, 18; and no other limits of age?—No other limits of age as far as competitions go; but, as far as pass men go, I should like a very large extension.

1066. That is what we call "over-age" students?—Yes.

1067. What extension would you wish for over-age students?—I should like two years even, because there are several schools in the country where, from the reasons explained yesterday, boys begin very late, and where it is important to encourage masters to teach those boys. Very many of those boys enter into trade or go out as agriculturists, and it is very important that such education as they are capable of receiving the schools should be encouraged to give them. If they are shut out, the other boys look upon them as outside the work of the school. I should like those boys to be trained in the schools with the others, to be examined by the inspector when he goes down the same as those who count in the school on the examination papers that I suggest, and in that way they would help the master to his percentage. If they have these examinations, I see no objection whatever to having these over-age boys. I would not have them a second time in the same grade. I would not allow them to compete for prizes at all.

1068. I do not know if you said anything yesterday as to your view of giving facilities for specialisation in the higher grades?—We did not come to that.

1069. We would be glad to know your views on that subject, unless you have anything you desire to mention first?—I have no fixed order; these things are only jotted down. One of the main defects in the present system to my notion is that, while it has improved the general level to a large extent, and that the boy that may be called the average boy comes to a higher standard than before, our best boys do not. I quite agree with Dr. Mahaffy's remark yesterday, that our best boys do not at all attain the same level as classical scholars that they did, say, twenty or thirty years ago. I think that the system of education in that respect is injurious to the country in general, for I think it is very important to educate the men who are of all classes the most important, namely, the men who are to be the leaders of thought and who will occupy a foremost position; and these would be as a rule, the men of the highest education. And I am thoroughly of opinion, speaking of classics—in which opinion I am supported by the vast majority of German educationists—that no form of education can be compared for the cultivation of the intellect or of the mind with a thorough classical education.

1070. To what extent would you allow specialisation in the Middle and Senior Grades Take, for instance, the most limited course for which you would grant an exhibition in the Middle Grade in Classics?—I suggested a little of it yesterday.

1071. We will take your specialisation of the Middle Grade. What provision would you make for that?—If you had a new scheme——

1072. Your ideal scheme?—I should re-cast altogether your Classical course—in fact, all your courses. But, to begin with the Classical as an example, I should re-cast the Classical course. In the Preparatory Grade I would keep what you have now for it—it is just what average boys of that age would be qualified for, though many would be able to do more. As it is only a pass examination, I should rest satisfied with it. In the Junior Grade I should require more matter than now for honours. I disagree with the suggestion of Dr. Mahaffy that you should have a very small amount prescribed, and examine mainly on "unseen" passages. I cannot agree with him, for this reason: that he would thereby put for the standard of Intermediate education, even in a low

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grade, the highest standard the best university men are expected to attain now. That is to say, you would have a boy asked to prepare one particular book of Virgil or of Cæsar, and then he is left the whole ocean of classical knowledge to test him in unseen passages, and anything that the examiner likes. I think that that is totally unsuited to boys in Intermediate education. It is a test I should like to see put at the end of a university education. I think a classical scholar, when he comes to be examined for studentship, and still more for fellowship, should answer in classical language and literature without any limitation; but not till then. I would, however, require the boy, instead of having the little snip now proposed to him of one book of Virgil, or perhaps a little more, I would require him to have something like what was required of myself in my own day, and what, I have no doubt, you, my Lord Chief Baron, experienced in your day.

1073. What used to be required for the entrance to Trinity College would give a very fair idea of the extent of classical knowledge that would be required at that time?—Certainly. For myself I know, by the strong arguments that I alluded to yesterday, a very much larger course was driven into me than is required now. I would therefore have a much larger course for the honours in the Junior Grade. I would have still more in the Middle Grade, and still more again in the Senior Grade; but in all the examinations I should attach special importance to translation from and into a language as distinguished from anything that would simply be got by memory. But, once we begin by having a large course, the danger of cramming and getting off by heart that now exists would be largely diminished; whereas now a boy can take up a small book, and find along with text all the notes and explanations that might be asked of him.

1074. Could not that difficulty be got rid of by making composition count very largely in the competition, that is, translation from the English into the classic, translation into Latin or Greek?—That I hold to be one of the chief tests, not the entire test, but the best and most accurate; but, in order to help a boy to compose, you must give him a familiarity with the language, and you can only get that by large quantities of matter. The boy gets familiar with it by reading and translating it. In the first place he gets a *copia verborum*, and secondly the power of comparing the two languages, which by translating from one language to the other will be increased.

1074A. The exercise of judgment and reflection as to how it should be represented in the foreign language, as distinguished from mere memory?—Certainly, and may I introduce here an interesting observation on the results of that. It is contained in a report in a very interesting book on German education, Professor Conrad's book. At the end of it there is an article quoted from Professor Jebb giving the judgment of the highest authorities in Germany on the educational value of the chief courses. When an experiment had been tried on the authority of the Minister of Education, placing the Real-school men on a level for entering the university with those educated in the Gymnasium, that is, placing those who got a practical education on a level with those who got a classical education, the Professors of the University of Berlin unanimously reported to the minister that the result was unsatisfactory. And those who so reported were not merely the classical professors, they included also the professors of mathematics, astronomy, chemistry, natural history, modern languages, philosophy, economics, and statistics. They held that no means had been found for training the intellect and the mind equal to the study of classical literature.

1075. I want, if I can, to have your idea of the extent to which you would allow specialisation in the Middle Grade?—Certainly.

1076. Would you allow a student to get an exhibition in classical knowledge alone without any scientific knowledge?—No.

1077. What would you consider the most limited course that a classical student could obtain an exhibition upon?—Two other subjects—one mathematical and the other a modern language; but they would be subsidiary.

1078. Would you apply the same rule to the Senior Grade also?—I attach much more importance to having specialisation in the Senior Grade, for I regard it as practically a university examination.

1079. What would you have, in specialising the course, for a classical man as a candidate for an exhibition in the Senior Grade?—Something like what you suggest, that is, the course for the Trinity College examination formerly.

1080. Of course in what you have said, the subject-matter of the boy's examination would be very much more limited for the pass than for the exhibitions. The subject-matter of the pass examination for students would be much more limited than the subject-matter of the examination for exhibitions?—It would be about what you have now. What you have now I think is ample for pass. But there should be a very much easier examination paper.

1081. With easier examination papers?—Certainly. But your present course is quite enough for the pass. The difference between pass and honour students is very great.

1082. Do you wish to say anything more than you have said already with reference to your eighth suggestion, that in which you suggest the giving of greater encouragement to the teaching of scientific subjects?—In the first place, by the grouping I suggested—that would be of very great importance; secondly, of course, provision would have to be made for the appliances and the means. But here let me point out certain reasons why science and scientific subjects have fallen away besides those given by the gentlemen who were examined before me. There are two other reasons. One is that a great number of the schools in the country, from their very limited means, have not been able to have laboratories for scientific instruction; and secondly, they have not had the teachers—and the reasons I gave yesterday to explain why Catholic schools have not had mathematical teachers all apply with equal, even with stronger, force as reasons why they have not had scientific teachers. It is not enough that such a teacher should be able to give a popular lecture on astronomy and electricity. The scientific teacher, whose work is to be examined as a branch of Intermediate education, leading up to an university education, must be a master of applied mathematics, and must be a man who has got a sound scientific training. And for the great bulk of the Catholics of the country there have been no means of—consistent with their principles—their having such a training. And from certain criticisms that have lately been passed, it would appear that there are many people in Trinity College who hold that scientific teaching is poorly provided for even there also.

1083. Then you are an advocate for power being given to the Board to make a grant to Intermediate schools of sums of money to procure laboratories?—Provided that those schools were truly scientific schools, I think it would be desirable. If they were schools simply trying to get in money by means of these subjects, you would not, of course, place them in the same position. I would give grants to schools that had avowedly proclaimed that they were scientific schools for the training of scientific men—the training of chemists, electrical engineers, and other various branches whom we want in the country. I would be decidedly in favour of making grants for that purpose. I hesitate about what was suggested—a sort of unity with South Kensington; for, in the first place, you would have two totally different examinations, and it would involve complication between the two papers. I think it should depend entirely on

the Board, and that power should be given to the Board to grant such sums. And that would, of course, involve inspection, to see that the grants were rightly used, and that there were competent teachers.

1084. The question that I am about to ask you now is really answered by what you said before, but I want to take you now to our existing course. Supposing that the existing system continues, it is hardly necessary, I suppose, to ask you the question whether there should be separate papers of questions for pass students and for those competing for exhibitions?—Oh, most decidedly, I think that one of the great defects of the present scheme.

1085. Do you think it essential?—Absolutely. I understand at the present moment examiners are told that papers must be made for pass students to get in. There will be fifteen or eighteen questions on which the relative merits of the best boys in the country will be tested. The bulk of these questions must be drawn up with that view. There will then be a few easier questions put in because the examiner remembers that he will have to deal with pass men also. The whole merit is distributed over all the questions. Obviously only a small part will be given to those pass questions, because they are not so difficult; the examiner will not give the same number of marks to them as he would to one of his difficult questions; and they will perhaps hardly get 25 or 35 per cent. of the marks, taking these questions as a whole. And therefore the boy must first of all pick out those pass questions which he sometimes has to do, and secondly, he has to answer practically the whole of them to get a pass.

1086. The value of the questions he is able to select is so small that he must gain a very large percentage on these questions, instead of the 33 per cent. on them all?—Certainly, in an ordinary pass paper.

1087. Of course you have had experience of the actual examination papers that have been set?—Yes.

1088. Would you give me your general opinion as to whether those papers are as a rule too difficult or too easy?—I could not generalise. I think often they are satisfactory, very satisfactory, especially when set by men of experience. Many of them set very satisfactory papers, but others, especially in the beginning, set, as a rule, too difficult papers, and papers which are too difficult partly because they are too long—it is frequently complained that they are more than any boy could satisfactorily answer in the time—and partly also because the questions asked were recondite questions. They were not such as a boy might naturally expect, even a boy who thoroughly knew his business.

1089. Not straightforward?—Not dealing substantially with the work.

1090. Crotchets?—Yes, crotchets.

1091. You stated that you desired to make some suggestion as to the precautions that might be taken in framing examination papers for the purpose of preventing the occurrence of such matters?—I think there should be a permanent board in Dublin. I think the central body should have a permanent board of superintendents, something like the moderators of examinations in Oxford. They should be practical, experienced men of considerable experience and highly salaried, so that you could have the pick of the country for the post. These men would be chairmen of the different boards of examiners, and they should see that the papers were suitable.

1092. They could be made autocrats of the Board in the sense of having power to disallow any questions, although it has been suggested that they should not have power to frame questions themselves?—Certainly; but they could revise the questions, and they would, of course, be judges of the length and difficulty of the paper, and, besides that, I would have them sit at the table with the other examiners to come to a common understanding about the mode of marking. Secondly, I should have all the papers and portions of papers on one subject examined by the same man; and if the number was so great that a particular individual could not deal with them, I would have part "A," part "B," and "C," so that "A" would be dealt with by one, "B" by another, and "C" by another. That, I know, would mean additional difficulty in the office, but it would increase the efficiency of the examination, for no two men will keep the same standard of marks, even though they, beforehand, agree. If one man gets one dozen of papers, and the other another, one's maximum of marks might be 80, and the other's 50 or 60.

1093. It introduces an element of inequality?—Certainly.

1094. At one point of your examination, you suggested that you had something to say on the subject of Celtic?—On that subject, I entirely disagree with the views put forward yesterday by Dr. Mahaffy. All the practical universities in every country in Europe have attached very great importance to the study of Celtic from a philological point of view, and have established chairs in Celtic, and where the Universities of Oxford and Cambridge have also done so, I think it would be absolutely disgraceful in Ireland if, in university and Intermediate education, we ignored it. I have also another reason. No one will deny, and I am sure Professor Mahaffy least of all, that as a branch of learning, it is very interesting, even to men who do not belong to Ireland. But, in order to have men study it, it is evident that we must provide for others than those that come from the Irish-speaking districts; it is not from the poor people of Connemara and Donegal that we shall get our eminent Irish scholars; it is from men highly educated in other languages who take it up as a matter of study. But if these men only hear of it when they go to a university, it is, as a rule, too late for them to begin it then, for during the university period they will only have got through the elements. And, therefore, I think that in order to keep up the supply, which I hope will be kept up and very largely increased, the supply of men skilled not alone in modern Irish, but in the older Irish of the ancient documents, many of which have not yet been brought to the knowledge of the world, we should have in the National education and in the Intermediate education, and going on through the university, such provision as will lead from the elementary knowledge of Irish, even in the non-Irish-speaking districts, to the very highest and best attainments in the language. We have had very distinguished men who do not belong to Irish-speaking districts.

1095. There is a professor of Irish in Trinity College?—Certainly.

1095A. And in the Royal University?—Yes; and in Stephen's Green—Father Hogan.

1096. And examinations are held in the Royal University in Irish?—Yes. The objection was made that the marks in Irish are too high in the sense that sometimes marks in Irish are more generously given than in mathematics or French. That may be true, but it is also true of German, for instance. Anyone familiar with the marking in the Intermediate education examinations will know that German is more highly marked than French. Why, I cannot tell, except that the Germans are more generous. There is a more high percentage in German than in French, and it may be that there may be a somewhat higher rate in Irish. But the proof that that has not led to any abuse is the fact that there are exceedingly few students in the country taking it up.

1097. You say it is in a philological sense that you chiefly regard the Irish as valuable?—Oh, no. I use that argument against Professor Mahaffy. I am an Irishman, and regard it from many other points of view. I merely said that in reply to his objection. From an educational point of view, I regard the study of Irish as very valuable. The men who

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are bi-lingual have, I think, a very considerable educational force acting in themselves in a certain sense unconsciously. From the fact that they are translating from one language to another, from the language in which they think to the other language in which they express themselves, they acquire a power of analysis and observation, and those other gifts which we seek to develop in the study of Latin or French. Of Switzerland and Alsatia, the observation has been made—that the fact that the country is bi-lingual leads to a very much higher intellectual condition than in those who use only one language.

1098. It exercises the faculties of reflection and observation?—Yes; reflection, observation, and analysis; for a man is accustomed to think in one language, and he wants to convey his thoughts as accurately as he can into the other.

1099. In what course or in how many courses in the Middle and the Senior Grades would you propose to put Irish?—I should leave it all through as an extra language to be selected. Along with the fixed classics and mathematics, I would leave the other two subjects to the choice of the candidates.

1100. In the classical course you would give the option of taking Irish?—Oh, certainly, and the same in the mathematical course. I would never make the whole course obligatory. I would take the characteristic of the course and make that essential, and then give a choice of the other subjects.

1101. You would make it optional to take Celtic in any course?—Yes, with German or French or any other modern language.

1102. Now, you had large experience of teaching in Intermediate schools since the passing of the Act of 1878?—Yes; my chief experience was before.

1103. And you have had considerable experience since?—I have had experience myself for some years as head of a college worked under the Intermediate, and since in connection with the Royal University, by seeing the results of the working of the Intermediate in the pupils coming up to the University.

1104. Now, I wish to ask you whether if the system is to continue to be worked upon the lines upon which it has hitherto been worked, would you prefer from an educational point of view that it should wholly cease?—Well, personally, looking at the school with which I was myself identified, and am most familiar with; if I were asked, without consideration of the pressure brought to bear from outside and other circumstances, whether I should prefer to conduct Tullabeg College under the system which was being worked before the Intermediate Act, or the one under the Intermediate Act, from an educational point of view, and for the good of the boys and of the country, I should most unhesitatingly say the preceding one, not the present one. At the same time I can thoroughly understand that schools where stagnation to some extent prevailed, and it often prevailed independent of the goodwill and purpose of the master, I can thoroughly understand that a head master, or the head of a school, working satisfactorily under the Intermediate, and finding the spirit of study so strongly stimulated, and the moral tone raised, and themselves aided in carrying on their educational work by results fees, I can quite understand that he would feel it his duty as head of the school to say, "From my point of view and my experience this is the best." But from my own point of view, and from my experience, and judging from the results on the education of the country, the whole country, I am bound to say that, comparing the working of this system with what it ought to be and should be under a system such as I had existing formerly in the college I was working in, I should prefer the former.

1105. Passing from the system as at present administered to what you have described as your ideal system, suppose that system were adopted, in your opinion would it be of great educational advantage?—Oh, decidedly, because it would add to that which I described, the helps which we did not get at that time, and, also, the inspection coming from the outside would keep up the college on its mettle, and take the place of the competitions which at that time we had, when my boys were prepared for the London University.

1106. Is there any question which I have omitted to ask and which would bring out some point that you desire to lay before us?—I thought I had something else to say, but I cannot remember it at the present moment.

1107. Mr. Justice MADDEN—Father Delany, you have given us an extremely interesting sketch of what you call an ideal system of Intermediate education. Of course, we all recognise that in order to give practical effect to that, further legislation will be necessary, and I think you will agree with me that it is important to consider how much we can do with the existing Act?—Certainly.

1108. Because we must all agree that legislation is not always to be had for the asking, even in matters connected with Irish education?—Certainly.

1109. Your ideal scheme may be divided into two portions; first, as to payment to schools, and, secondly, as to competition by students. You said you had originally intended to give us some suggestions about the combination with the existing system of payment by results of an examination with a system of inspection?—Yes.

1110. I should be very much obliged if you would do that on the assumption that we have the power under the statute of annexing conditions to the payment of results fees. What I would suggest to you to consider for a moment is this:—Suppose we do not obtain for some time the necessary enlargement of our statutory powers, we then would be obliged to calculate the results fees upon the public examination of students, do you think any of the evils to which you have adverted would be obviated if we made submission to inspection a condition of the receipt of the results fees?—I don't see any difficulty; it would be very near the ideal scheme, if we have the power.

1111. Well, assume that for a moment?—If you assume the powers, what I intended to propose was this, you would continue to have competitions for prizes and exhibitions just as now, with the addition of inspection, and I proposed a *viva voce* examination, except in certain subjects in which it would not be necessary. Then I would have, with that, inspection of the schools in the manner in which I spoke of. I would have the inspector examine exactly as described, and I would have the examination papers framed in Dublin, and then given to the schools.

1112. But that is reverting to your ideal scheme?—That is what I intended to propose if you had the power.

1113. You may assume that we have not the power. Under the Act of Parliament the system of examination must be general, and the results fees must be calculated on the basis of the general examination; but what I wish to call your attention to is this, that we can and do annex conditions to the receipt of results fees. For instance, we reduce them by 25 per cent. if certain conditions are not complied with, and inspection is a possible condition. Suppose the inspection had regard, we will say, to the arrangements for teaching chemistry, or teaching languages, pronunciation, &c., to the general conduct of the school, to the having of proper hours of relaxation—to which, I am pleased to see, you attach great importance—to hygiene, and to matters of that kind—suppose that if these were certified as unsatisfactory, and that we exercised the power, whether wholly or in part would be a matter for consideration, of withholding the results fees?—Yes, I would be quite prepared to say that that would do a great amount of good, with the other changes that I have alluded to in the programme, and things of that kind: but, with regard to combining the system of inspection and examination, I should

regard it as a very great advance on the present system if the system of inspection would have for its effect the diminution of fees in unsatisfactory cases, for though you might not be able to *give* fees on inspection merely, you might rule that they could in certain conditions be diminished in a certain stated proportion something like what Dr. Molloy has suggested in his paper, but in the inspection that I would propose I should like to have a little more examination than he suggests. I should like the inspection that the inspector would carry on to be real, so that even if you could not give money positively for it you could test the value of the oral education given and the methods of education pursued.

1114. There is one of your points that I would like to develop more thoroughly: suppose that the present system of a general examination of students all over the country is continued you are clearly of opinion that there should be separate papers for the honours and for the pass students?—Certainly.

1115. You are also of opinion that the classical course should be somewhat enlarged?—Considerably.

1116. Would you have separate courses as well as separate papers for the honours and pass students?——Clearly.

1117. Separate courses?—Separate courses. The honours could include the pass course, and there would be different papers for the different classes. It could be managed as we do in the Royal University, where we print the pass and the honours papers on different coloured paper.

1118. At present, all the students are educated with a view to the same course, and examined on the same course?—Yes.

1119. Would you have for the pass students a more limited course?—Very much more limited. Your present course is ample enough for pass students if there were easier examination papers. I would have easier papers than the present ones, but in quantity I think your present course is quite moderate enough, only the examination papers should be considerably easier than they are now.

1120. Two opposite suggestions have been laid before us, the object of each being to prevent what is popularly called cramming. One is that there should be a very small prescribed course, and that what I will call the unforeseen papers should constitute the greater portion of the examination, if the unforeseen papers were all of a suitable character, would not that afford an excellent educational, test, I mean if they were properly graduated?—The application of that would be easy in a university, because the boys all have as a rule an ample supply of books. They have read widely, and they have, therefore, opportunities of making themselves familiar with more than the particular author prescribed; but to ask a boy to whom you prescribe only one book of Virgil to be prepared (a boy who lives in a country district) to read unforeseen passages from authors which he has had no opportunity or stimulus to read for himself, that would constitute a very great difficulty, especially at the beginning; I don't think I should object to it at 18. I would rather widen the course, and I would have even these uniform passages of the same nature. If I gave a boy three books of Virgil, he would still be liable to get a passage out of some other book of Virgil, but by reading three books he would obtain a very much wider knowledge of the rest than if he only read one book.

1121. Is not the danger of your plan that it might tend to overwork at the early age at which students are examined?—It would if the students continued to do what they now do, try to get honours in all subjects; but one of the objects I have in view is, to try to prevent them from doing that and to make them rather develop their special gifts. At the present moment a boy who could become eminent in classics must (in order to gain an exhibition) work also at mathematics, because if he fails in mathematics, though he is excellent in languages, he will be very low down. Similarly a boy with great mathematical gifts and little linguistic power must work also at languages. I quite agree that if you did not limit the number of courses as I suggest there would be great danger of overstrain, but, on the contrary, if you limit the number, the boy goes on lines with which he is familiar, and he is not taken rapidly from one subject to another, getting half-an hour at each, he will learn more of a particular group of subjects and will learn with greater pleasure, and of course he would have much more time to give to them.

1122. But, after all, composition and translation of unforeseen passages are an excellent test of scholarship?—The best.

1123. And that system is not so likely to tend to overwork as the system you suggest?—I think it is. I don't see where the boy is to get the *copia verborum* and facility of expression necessary to comply with the requirements suggested unless he reads a great quantity of matter. A boy educated in English, whose reading had been confined to the essays of Johnston, would be very much more limited in his power of expression than a boy who had read up and down in a good library.

1124. I want to develop your views on that point, because it is an interesting subject.

1125. Rev. Dr. SALMON.—In reference to that last subject I think you completely misunderstand both Dr. Mahaffy and Dr. Purser, who recommend the giving of unseen passages, as they are called, to every classical student. You would not call a good musician a person who could only play say ten pieces that he had learned by heart. Schoolmasters require something more than that. What we mean by an unseen passage would be one adapted to the course that has been read. You talk of *copiâ verborum*. Of course when leaving college or leaving the university one would expect the *copia verborum* would extend to a very large amount of classical authorship, but the idea of the classical examiners is that the unseen passage should be exactly adopted to the author which is prescribed for examination. That is to say, suppose it was Cæsar, you should not put in a word that the student would not have met with in the course of his reading, and in the same manner with regard to Virgil, if you prescribed one book of Virgil you might put a passage out of another book, being careful not to have in that passage any unusual word that a boy was not likely to have met with elsewhere in the course of his reading. I think it is with that precaution altogether that the classical examiners wish to have introduced the unforeseen passages, the selection of which would require great care on the part of the examiners to see that they would be adapted to a boy's knowledge. In the same way if you set a boy to compose, you should not give him something about the electric telegraph, or purely modern subjects that he would not have met with in the Latin books, and the passage in English which you would require him to turn into Latin would only require him to use such Latin words as he had met with in the course of his reading. With that precaution do you see any objection to the introduction of unseen passages?—I think you totally misunderstood me. I regard unforeseen passages as absolutely essential, but in order to prepare a boy you must give him a wider course of reading than Professor Mahaffy suggests. No one book of Virgil could prepare to translate at sight any passage in another book; the passages in one would be so different from those in another.

1126. Then you should not select those passages?—Then I don't see how you are to get any passages except out of the book itself.

1127. If there was a word that a boy was not likely to have met with, that word could be put in the paper?—I believe they would be much better prepared

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for the unforeseen passages which I advocate just as strongly as Professor Mahaffy, by the extended course which I suggest. At the time I speak of, in the college I was guiding, Tullabeg, I procured from abroad a very large number of cheap editions of the classics. They publish in Italy a book of Virgil for a penny and a book of Cæsar for a penny, and so on. I got a great number of these and got them bound into volumes and handed them to a boy when he had done his prescribed work for the day and I would ask him to turn over the leaves, and giving him three minutes to prepare, I would ask him to translate certain passages. If he came to a word he did not know, I gave him the meaning. That is what I mean. You must have the boys trained in a wide range. These boys were prepared afterwards for unseen passages when they came to a public examination, because they had been trained in school from day to day to read passages which they had not previously studied. That could only be done by giving them, in their ordinary study, a larger amount than Professor Mahaffy suggests. Then I would not have that minute examination of every little detail of mere memory work which at present is called scholarship. I would not expect that from the boys at all.

1128. That is wandering a little into a different subject. With regard to unforeseen passages I don't see why a judicious examiner could not be able to do what you say you did with the boys, and I think to reserve the unforeseen for the leaving examination would be very injudicious?—But I did not say that at all.

1129. You begin by saying it is only adapted to a boy who has read a wide range?—I suggested merely that to give a boy merely a small portion of a prescribed author and to have the rest unforeseen translation would be unsuited to the beginning of the Intermediate, it might be suited to the end. It was not the unforeseen I objected to, but it was prescribing only one book.

1130. I am quite with you in that, because you can reduce the difficulty of examination in either of two ways, either by having a tolerably long course and only examining leading things out of it, but if you reduce the examination to a very small course, then, in order to discriminate the men you are obliged to ask very minute questions?—That is so.

1131. I quite agree with you. To return, about your scheme of inspection. You see there are 9,000 boys, and to examine them all *viva voce* is simply impossible. I felt that if the inspector only examined two or three boys in each school it would not be a fair test, and you suggested he should bring down papers with him and give them to all. That is very well, but there would be a number of different schools in the same class and for which the same paper might suffice, would you hold the examinations on the same day?—They would not be competitive.

1132. But they would determine the results fees that were to be got at the examinations, would not the school that did not get the papers first have an advantage?—Oh, certainly, if things were not so arranged as to prevent it.

1133. You would have to give a different set of examination papers for each school in the same class?—In the scheme that I was endeavouring to get adopted I would have each school at the beginning of the year send up its programme, and the head of a school would state the amount of work to be done at any particular time, and the order in which things would be taken: saying, for instance: In geometry we shall be prepared with so much in March, so much in April, and so much in May. I quite agree that you could not have identical papers given at different times.

1134. Even at the same time. I think you would find that it would be very much more elaborate than you imagine if you were to give papers. Dictation could be done by a large class, and there are a great many things that could be done in that way, but I doubt if you could make results fees too much dependent on it?—Perhaps I could clear up. In the suggestion that I made the paper for the pass examination would be given exactly as it is now on the same day all over Ireland.

1135. You made results fees depend on the report of inspectors?—Not positively in the sense of *giving* more, but in the sense that certain sums might be *subtracted* from them. The pass paper could be given all over Ireland to the schools and if the report of the inspector was satisfactory and if the particular class, the names of which were in the hands of the Commissioners from the beginning, were in attendance, then if 80 per cent. were satisfactory and there was no report against the school I would give full results fees.

1136. If you make the thing too elaborate you will find schoolmasters will have to wait a long time before they know what results fees they are to get, and students would have to wait a long time before they knew about their exhibitions?—That would not affect the exhibitions at all.

1137. About *viva voce* examinations, you say that a boy who has great quickness and readiness has a great advantage over the boy who has not; do you think that these qualities are worth cultivating? Decidedly.

1138. Do you not think that in after life it would be a great advantage to a man who had been trained to be ready?—Unquestionably.

1139. Is there any reason then why *viva voce* examinations should be discouraged?—No, on the contrary I would like to have in the schools everything that would encourage the practice of speaking, debating, &c., which at present are being killed under the existing system of examination. I have recently had the experience of listening to some of the most brilliant boys who had obtained the highest place in the Intermediate both speak and read, and the effect was perfectly dreadful. They were most intelligent and well informed boys, but they had no practice in elocution at all.

1140. You complain that the prizes given at our examinations discourage boys from indulging in athletics, and I dare say they do, but would you remedy that by introducing athletics into our programme, or what would you do?—Upon my word I should have no objection if there were an examination in athletics, not the least, in fact I should be very glad.

1141. Another thing that you complain of is that boys go in one year and pass and that they fail to pass another year, of course it is always said that the time the boy was rejected was the wrong one, would you think that that was always certain to be the case?—I should not at all dream of taking an isolated complaint, I am too experienced for that, but where I have reason to know that there was a competent master, and that the boy worked hard and that it was a variation in the standard of examination that caused the failure, the case is different from the ordinary individual complaint that is without foundation.

1142. I don't mean that the complaints are without foundation, but do you believe in the possibility of flukes?—Certainly.

1143. A boy may succeed one time because he had happened to be prepared for the questions that were asked, and if he came up again he would fail?—Oh yes, that might happen, especially in mathematics.

1144. Most Rev. Dr. WALSH.—Dr. Mahaffy told us something about shirt cuffs.

1145. Rev. Dr. SALMON—There is another point about memory and reflection. It does seem you must cultivate memory. Is not it the case that at an early age memory is the faculty most easily cultivated?—Certainly.

1146. There are some things that you can get into boy's minds very early, and that are very important?—Yes.

1147. Reflection comes very much later?—Yes.

1148. I entered college very early myself, before fifteen, and I don't think that until the last year I was in college I was capable of exercising very strong powers of reflection, yet I think that the other three years were very well spent?—Certainly.

1149. The real root to mathematics is the multiplication table, and you can get that into a boy's mind at a very early age?—I agree with you.

1150. What you find about arithmetic, people tell you to exercise not their memory but their powers of thinking; well, the examiners put a paper to exercise the powers of thinking, and everybody cries out that it is crotchety?—That is quite true.

1151. There is always a contest between examiners and grinders. The grinders have to try to think of all the possible questions that may be asked and put them into small manuals, and the boys get off the manuals in place of getting off the books, and we must only fight against that as best we can?—Certainly. And, of course, the scientific cultivation of memory I regard it as of great importance, but I regard it as of much more importance teaching a man how to learn. I believe it is not the knowledge of facts that boys acquire in school that is of use to them in after-life, but the power of turning their gifts to account in the particular things they may have to deal with, and, therefore, quickness of perception, reasoning, power of comparison, judgment, reflection, are the things that are of use in life. On looking back on my own life, I think that all the time spent in driving into my head the names of rivers in China and the heights of mountains in Abyssinia, and so on, was more than wasted, because it only served to give me a disgust of everything of that kind.

1152. With regard to the grades, the difficulty you have made about that only applies to this, that the subjects are not properly graded. I think the idea of the framers of the Act of Parliament was that there was to be a three years' course. You have a certain course for the Junior, another course for the Middle, which contains as much more, and another for the Senior Grade, which contains as much as you can learn in one year more. If the questions were framed on that supposition the idea was that a boy should pass the Junior Grade, go on to the Middle, and so on. Then I think—I don't want to be unjust to schoolmasters—I think the schoolmasters thought they would like to get results fees for four years in place of three, and if so it was their interest to continue a boy another year in the Junior Grade?—I never advocated that, though it might have been the idea of some. I would regard it as an immense advantage if the boy were allowed to continue his studies in the same grade until he was fit to go to the next one, even without earning any further results fees.

1153. It might be one of the conditions of his retaining the exhibition that he should give proof that he was still going through his education?—Yes.

1154. And on that account we may make the conditions of retaining the exhibition easier, provided that at the second examination he showed that he was still continuing his education?—Yes. But it should be limited to £100, so that he could not by delaying get more than the £20, £30, and £50.

1155. There is another passage about the grants for laboratories. You are quite right that we suffer in that respect. That is not a grievance confined to the Roman Catholic schools?—Not at all.

1156. It arises from this—that in the ancient provisions for education no account was taken of these things, and also it is very much more expensive to teach a boy those subjects?—Certainly.

1157. In the building of laboratories all those expenses are enormous, and consequently the drain on the endowments is so great as to be a matter of great difficulty. I believe there is no greater advantage to education than the giving of a grant for those purposes. But I see there is this great difficulty. In imposing conditions we can impose any conditions we like upon things given for use by us. But once you give a laboratory or anything else for a school they are quite independent of you. They may use it for any purpose they please. You cannot especially bridge the religious difficulty. If a laboratory is built for a school you might make conditions that it should not be used by anyone unless he professed a particular religion, or unless he binds himself to consent to religious conditions, such as a person of a different religion would not agree to?—Oh, it will have to be very carefully thought out. I believe it can be done, but there will be some difficulty about it.

1158. About this Irish question. What I really think is that the teachers get pupils to learn the language who do not want to study it at all and in order to make up marks. There is no doubt that when it is found out that you can get a certain number of marks in Irish that you could not get otherwise, you bribe the pupils to take up a language the utility of which as a philological subject is acknowledged, but which in real life is of no practical use. At a medical examination the other day one of the subjects was a modern language, and one of the candidates brought up Welsh?—And no examiner to be found I suppose.

1159. Do you mean to say that an examiner would refuse to examine a boy in Welsh. I believe they found a courageous examiner who did undertake to examine him. But I think that in those examinations you must take care that your methods are not such as to encourage people to take up useless subjects?—It is in the power of the Board if they find on the statement of experts that the system of marking is not satisfactory compared with the other courses, it is then in the power of the Board to check its own examiners.

1160. How could you check the Irish examiners when you don't know Irish?—On the report of the experts.

1161. I agree as to the advantages of the bi-lingual principle. But the number of places where the people are bi-lingual in Ireland is small. The boys who come from Connaught are not superior?—In my experience, as far as the intellectual standard is concerned, Kerry is in the forefront in Ireland.

1162. We cannot get Kerry men to come to us?—There may be other reasons for that, Provost. If you transfer the prizes to me, I think I could get Kerry men.

1163. O'Conor Don.—You don't propose that the number of marks given to Irish should be out of proportion to the difficulty of the subject?—I would place Irish on the level of a modern language. I would ask the examiner then to frame his paper so that the difficulty of his paper would be equal to that in a modern language. But I would not begin by saying: the examination is easy, and I will lower the marks in Irish.

1164. Rev. Dr. Salmon.—Suppose there was a member of Parliament very much interested in Oriental commerce, and that he said that it was highly important that men should be given an opportunity of learning Chinese; and suppose he said they should put Chinese into the course, and that because Chinese was a difficult language, it ought to get twice as many marks as any other?—I would not give it more. As a matter of fact, I don't think the marks for Celtic are quite so many?—I don't remember at the moment.

1165. In the Royal University, the marks are not so many?—They are 700 for French and German, and only 600 for Irish.

1166. O'Conor Don.—You have explained your views so very clearly that I have only a few questions with regard to one point of your examination. In your evidence yesterday you gave a definition of the conditions that you thought an Intermediate school ought to comply with?—Yes.

1167. And you said that a secondary or an Intermediate school was not one that added a year to the primary school?—Certainly.

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1168. Applying that, not to the school but to the pupils, do you consider that students who have passed only in the Junior Grade and have added only one year to the primary education that they previously received—do you consider that they have received an Intermediate education?—They have received a certain portion of an Intermediate education. The two things I distinguished yesterday. I distinguished between an Intermediate education and an Intermediate school. A school may give a certain portion of Intermediate education without being an Intermediate school. A school may teach the A B C and words of one syllable and yet could not be called a primary school, though these are some of the elements of a primary education. No school can be called an Intermediate school unless it gives the whole Intermediate course. It would be equally true to call them university schools, because they taught Latin and Greek, and Latin and Greek were some of the elements of a university education. An Intermediate school that deserves to be called by that name should have a complete course of education and a complete programme covering all the ground between the primary and university classes.

1169. Provided a school had appliances and a programme up to the end of what you call the Intermediate programme you would pay it for students who did not go through the whole course?—Certainly.

1170. It has been suggested that, inasmuch as the education given in the Junior Grade is not truly Intermediate education, payment for it should be deferred until the pupils went on further?—I am aware of that suggestion made by one of my own colleagues.

1171. Do you approve of it?—If there was no other evidence that the particular school from which those students came had been and were doing higher educational work, I would approve of it. But if during the preceding years that particular school had been preparing boys in the Middle and Senior Grades, and proving, therefore, that it was an Intermediate school in the full sense of the word, I would accept that, though in a particular year there may not be any student in these two grades. I would take an average of seven years, or some considerable cycle of years. That would give the schools a fair chance.

1172. Would you approve of deferring payment for the students in the Junior Grade in order to see whether they would proceed further or not?—If the inspection of the school proved to the satisfaction of the Commissioners that the school was an Intermediate school, had that provision, had the staff, and that there was sufficient evidence to satisfy the Commissioners that the boys were going on, you ought to give the payment then and not until then.

1173. Rev. Dr. Todd Martin.—In regard to the definition of a school, would not your definition of a school sweep away a large number of small schools?—It would sweep them away from the position of full Intermediate schools. I should regard many schools that at present are called Intermediate schools as secondary schools. If there was a school that showed by results that it had a scheme for boys from 12 to 16 I should regard it as a secondary school. I would call that Class B. I should not reward that class on the same level as Class A, and the reason is this—that when you come to treat a full Intermediate school, the boys who will be always at the head of the school in the higher class will be few in proportion to those in the lower classes, and, therefore, the results fees that will be paid to the school for that work will have a smaller relation to the expenses involved in education. Whereas for the lower classes the results fees if at all generous will almost pay the expenses of the school to a large extent. And hence, therefore, I think that special provision should be made to make a larger percentage of allowance to this class of full Intermediate schools than to the schools that only did portion of the programme. I would have class A, class B, and if necessary class C, though I think two would be sufficient—12 to 16 and 12 to 18.

1174. You fix the number of boys necessary in order to class it at 15?—I explained to the Chief Baron that that was a rough suggestion, I do not bind myself to these numbers at all. It is in connection more with the classification of the school that I would have the number, and I suggested 15.

1175. I want to call your attention to the fact that that would sweep away a very large number of schools?—If the Intermediate Board is satisfied that the particular school is really a secondary school in the proper sense of the word, or an Intermediate school in the proper sense, I would be quite prepared to reduce that number to the limit, that might be thought reasonable. I would not like to sweep away anything in the nature of a school. No school deserves the name of a school which is merely a collection of two or three boys to learn a particular subject.

1176. Would not that bear hardly on some pupils?—Not in the schools, and the Intermediate scheme is intended to help the schools rather than coteries of half-a-dozen students taught by individuals.

1177. I want to call your attention to a class of schools, say, in country districts where you have a school doing excellent work, all the pupils probably being intended for Trinity College or the Royal University. They cannot send up anything like fifteen students each year. Would you give them no consideration under a system that is intended to promote Intermediate education?—I should be prepared, in case an examination of the facts proved that there were a good many deserving schools of that kind, and that they sent up from ten to twelve students, I should be prepared to include them. I suggested those figures as a rough statement. I do not think a school in the proper sense of the word can be a small group of boys. It is most important for us to develop in our boys gifts such as those which come from the social influence of the school—I believe in England it has been invaluable. You have a very interesting comparison between the English and the German systems in some recent reports showing that the German system gives more intellectual training. But having regard to the purpose we have to attain, I regard the English boy trained in a large school as better educated than the German.

1178. I quite agree with you as to the value of large schools. What I direct your attention to is that the fostering only of the large schools diminishes the possibility of clever boys in remote parts of the country being helped under the Intermediate system?—By the system of exhibitions, as kept on the lines suggested to-day by the Chief Baron, many of these boys would be helped to go on to the large schools. If on the contrary it should be considered desirable to have such schools, which one witness described as mushroom schools, the funds at the disposal of the Commission will be frittered over a great portion of these schools, with the result that the great schools which may become great educational centres cannot do their work efficiently. The result would be to shut up the large schools and foster schools which came under the definition of cross roads schools.

1179. Would not the particular difficulty of classification of schools, except in large towns, be that it would lead to quite an undue multiplication of schools. We have not only to consider the different courses which you suggest, but, unhappily, we have to consider the different denominations in this matter. How do you propose the classification of schools to work except in the large towns?—With regard to classification, I should be quite prepared to accept the fact that there might be a school, for instance, in which the predominant number of boys were of a particular classification. If that school satisfied the Commission in general terms about the number of boys undergoing Intermediate education, although the

whole of them, strictly, were not following a particular course, that gives that school its denomination, I would be prepared to accept that definition. I should not expect the whole 25 or 30 boys should all be necessarily in one class or the other.

1180. You made a very important suggestion in regard to the examination of schools for results, and also in regard to the examination generally for honours. Now, as I understood you, you would have first oral inspection, that is *viva voce* examination of all the boys in the school?—I do not understand that the inspector should, each time, see all the boys in the school. I understand that he would take one class one day, and the next time he would take another class.

1181. Then you have a written examination in the school conducted specially for each school?—In my ideal system?

1182. Yes?—Certainly.

1183. Then you have also a written general examination for pass?—Oh, no.

1184. I thought I gathered that you proposed that?—No, not in the ideal system at all.

CHAIRMAN.—In general for competition.

1185. Rev. Dr. TODD MARTIN.—Not for pass?—No, because the report of the inspector and the examination would satisfy the Board. That examination would be an honour and a pass both. It would be an examination to test the whole work of the school, and the boys might be classified to receive such prizes as the Board chose to give them.

1186. Then your third examination would be a written general examination for honours, and for honours, I think, in which all the schools would compete?—I beg pardon. In the third examination under the scheme I suggested honours and pass would go on together. They would not be two separate ones at all. That would be at the end of the year.

1187. I am now asking you as to your ideal scheme?—Under that there was no such question of a third examination.

1188. How would you distribute the honours?—There would be no competition between school and school for this general purpose. There may be a number of scholarships at the end of the course. That is the competition to which I referred in that ideal system.

1189. But the exhibitions for helping students forward?—Would be on school work alone.

1190. Do you think your system of examination, the ideal system, would lay less burden upon the school than the present system?—It would lay a heavier burden in one sense, but less in another. It would give greater liberty of choice to the authorities of the school to select a particular form of education and the particular branches to which they would give importance. It would give a greater burden in the sense that you would have outside people coming in to see the work of the school, and, perhaps, to find fault here and there. But where public money is given that must be borne.

1191. It would give larger liberty?—It would give larger educational liberty for the school; and I gave—as the reason why I advocate that—the differentiation of schools which would follow. There would be provided under such a scheme the various kinds of schools, classical, scientific, and so on, that were required.

1192. In regard to Irish, the complaint has been made that a quite undue proportion of the exhibitioners in the Junior Grade is made up of those who have taken Celtic as the modern language?—I believe there is some foundation, in fact, for the statement that occasionally the marks given in Irish are disproportionate to the difficulty of the examination paper, and the difficulty of preparing the quantity of work required. The boys who come up from Irish-speaking districts have a very great advantage over the other boys. The boys who have teachers who, themselves, are familiar with Irish, have an enormous advantage, too. If there be combined with that a certain general facility in the papers, it is quite clear that these boys will obtain very high marks, and under your system they get double marks for all above 75 per cent.

1193. It has been pressed upon us very much, that the present system encourages teachers to select subjects that will pay, irrespective of their relation to the future career of the student?—Certainly.

1194. Suppose we apply that to Celtic. In how far is it likely that a knowledge of the Irish tongue will assist a boy in his future career?—Not largely, certainly.

1195. So that a very large proportion of those who take Celtic are being injured so far as preparation for their future career is concerned?—Taken from another subject. But the reason is not from the nature of the subject but from the nature of the examination paper. If a new examiner was put on, and if, instead of securing an average of 75 per cent., it was found that in Irish the boys only secured an average of 45 per cent., you would have next year a very great falling off in the number of boys who took Irish. And, therefore, it is not the fact that the subject is Irish which is responsible, but it is the fact of the comparative facility of scoring, due to the nature of the examination.

1196. I am not directing my attention to that point. Suppose you take the future of the Irish boy. He must distinguish himself probably in the English-speaking world. His knowledge of Celtic won't help him as a commercial man to any extent, or in any other avocation, unless he goes to live in a Celtic-speaking district. In these circumstances, don't you think that every boy who is encouraged to take Irish, is, in so far as that is concerned, withdrawn from the subjects that will promote his future career?—If the only purpose of education was the future utility in life, I would say that Irish would be a subject rather injurious than otherwise. But I could not admit in any sense that the object of education was wholly utilitarian. Music, for instance, does not promote the future career of a boy. It is in fact a temptation to go into society. There are many other accomplishments which do not add to a boy's chances of getting on in the world, but which it is still very desirable should form a part of his education. And I think that for every Irishman a knowledge of Irish may be regarded as one of those accomplishments.

1197. Then it is an ornamental subject?—Certainly in Ireland.

1198. You have offered, Father Delany, a suggestion which interests me very deeply, and that is your suggestion about the examination in religion. I should like to hear your view practically as to that. How could it be worked out?—I had intended to refer to that. To begin with, it is the practice in every country that we know of, except those which have abandoned all religion, to have examinations in religion. This is the only country that ignores religion in its examinations. It is an essential part of the programme in Germany for Catholics and Protestants. It is in the prescribed course for Oxford and Cambridge. And in Trinity College which though undenominational so far as the law goes, there is still for those who follow the Established Church an examination in religion, and quite rightly and properly, and I hope it will always continue. The Oxford and Cambridge Local Board in the very forefront of their programme require that all boys, except those whose parents object, should pass in religion, and they gave a programme of five subjects. The students must pass in two of these, and in religion. If the parents object to have the students examined in religion they have, or at least, used

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to have, an equivalent which the Board requires the student to take up, so that he might not have an advantage over other boys so far as competition went. In recent times several Catholic schools have come in under the Oxford and Cambridge Board, and Catholics go to Oxford University. It has been permitted for certain reasons for a time. Then the local authorities, seeing at once the difficulty that might occur, communicated with the Catholic authorities, and the result has been, as his Grace has kindly taken some pains to show, that they have produced books on the Catholic side corresponding to similar books prepared for the examinations of non-Catholic bodies, and those boys, therefore, of the Catholic schools who submit themselves very properly to the Oxford and Cambridge local examinations will in future offer religion, and will be examined in these books.

1199. I have not looked very carefully into it, but, as far as I have been able to do so, it seems to me that the papers set at the Oxford and Cambridge local examinations were such that you might give them to any student, whether Protestant or Catholic?—In many instances, certainly.

1200. The papers for Roman Catholic students that I read were such as I would set to a boy myself—they were distinctive—merely in citing passages from the Douay version of the Scriptures—it was only the variation in translation?—Certainly.

1201. Would you propose that the examinations conducted by the Board should be of that character?—Not at all. At the time they did me the honour to consult me, before bringing in the Irish Intermediate Education Bill, the proposal I submitted was that the heads of the different religious bodies, which are not so many in Ireland as they are in England, should be consulted and come together and draw up a common platform, and see if there was something on which they could agree—that is on the points common to all Christians—and then as to other points upon which they might like to have books of their own to let them be drawn up by gentlemen who would have the confidence of the religious bodies.

1202. That would be pretty much what you have in the Royal University in ethics?—Certainly. It works in the Royal University without any hitch, and that shows the feasibility of it.

1203. Have you looked into the German syllabus for religious examination?—Yes.

1204. That is a statement of the religious belief on both sides?—Yes.

1205. You did not suggest that?—No, because that is a complete scheme of theology. My objection to the Intermediate system is that it is a placing of religion in such a position before the boys of the country that they are led to believe that secular life has nothing to do with religion, that the State merely wants to see a boy getting on in the world—he finds the prizes and rewards he looks for are attached solely to secular knowledge, and that what relates to religion is put in a secondary place. It is to that I chiefly object.

1206. Do you think it would be possible to keep the religious examination to subjects purely historical, without entering into controversy at all?—Well, if there were competition between the two bodies it might be necessary, but I do not propose competition at all. I see no objections that the questions set for examinations should involve controverted subjects, because, of course, students of each denomination would be only asked questions that they were familiar with, and would be able to answer.

1207. What advantage would that proposal have over the plan of the heads of the different denominations arranging for examinations in religious subjects on their own account?—In that particular case it would be part of the Intermediate system, whereas, in the other way it would be an outside thing altogether, and while I admire and honour very much the great industry shown by religious denominations in organising such a scheme, I think it would have far more effect if it were made a part of the Intermediate system.

1208. In regard to specialisation, I think you criticise the exhibitions at present as tending to lead the boys to multiply subjects rather than to qualify themselves thoroughly in special subjects?—Certainly.

1209. Suppose we continue to work on the system under the present Act, could that be obviated in any way by having special as well as general prizes?—Well, the evil might be diminished very considerably, and I think it might also be met by a suggestion which I submitted several years ago to the members of the Board—that is, if you were compelled to keep to your present system as it is. I would suggest, for instance, that there should be optional Latin and optional Greek, and the same with the other courses for which exhibitions are given—that a boy should be allowed to take extra classics or extra mathematics as optional subjects, instead of having to take up some subject of a wholly different character. I think that would to a great extent do away with the evil of the present system, where a boy has to take up additional subjects of a wholly different character merely to make up the number of his marks.

1210. Dr. BARKLEY.—Dr. Delany, before passing from the question of religious education, I just wish to ask you whether you desire the distinctive principles of different Churches to be examined upon, or only that there should be an examination on what is common ground to almost all Christians?—Oh, I have no objection to both. I should think the bulk of the examination would consist of the ordinary common ground of Christianity; and I should regard it as important to get religion as distinct from the tenets of any creed or Church; but I see no objection to the introduction of any particular catechism, if the questions are made equal. But I would have no polemical matter. I would ask nothing of a controversial nature; but a positive statement of one's own belief.

1211. Yes. I don't see any objection to the schools teaching the children the views of their own denominations. But when we come to an examination, under the authority of a mixed Board, is it desirable to set questions on the catechism of the different Churches?—If it were understood that these were your questions I should think it undesirable, but if these questions were prepared by men of particular Churches, and the Board took care to see that they were not objectionable, I should think that objection could not arise. But I should put it distinctly forward that the Board is not responsible for the questions, just as the Board would not count in the marks and give money on the result of the examination.

1211A. Well, passing to the question of the definition of a school, you propose three distinct courses; one for the modern side, one for the classical side, and one for the scientific side. Would you begin this division at the lowest grade?—Yes; I should be quite prepared to do that. If any school divided in the Middle Grade and Senior Grade, I should hold it perfectly entitled to do so.

1212. There is the difficulty in the modern side that if boys are not going forward to a college they want to go into business at about the age of sixteen?—Yes, certainly. But modern languages would be a common course in many institutions. There would be common ground. But I have no objection to a school keeping common ground and still regarding certain boys as belonging to a particular side. French, for instance, being an optional course both for the classical and the scientific sides.

1212A. Well, then, as regards the scientific side, many experts say it should close at seventeen, as boys should by that time be prepared to enter a scientific college?—It is very desirable. But we have to take into consideration the state of the country. Many of

these men who are experts have studied in Germany, where the State takes the boy and keeps him up till he is eighteen or nineteen, and I have figures to show that as many as two-fifths are kept in the gymnasium up to and even beyond the age of twenty. But we have to crowd into a shorter space the teaching that Germany has spread over a great many years. Often I fear our critics don't take this into account, but, looking on the German system as ideal, have complained of ours.

1213. In the case of boys preparing to enter colleges, do you think it desirable that a boy before passing into the university should in all cases go on to the Senior Grade examination?—Well, that was put before me by a committee of Catholic head masters, and they found some inconvenience in the programme as at present arranged, in which the Middle Grade and the Royal University Matriculation have the same prescribed authors. They said the present arrangement discouraged boys who would have gone to the Senior Grade, were it not that in that grade they would have different authors. These masters complain that this gives a direct temptation to the boys to hurry away from the Middle Grade, instead of completing their course in the Senior Grade; and they asked whether it would be possible to make some modification, and get the Senior Grade accepted as the equivalent for matriculation, as is done in the case of certain examinations in Oxford and Cambridge; and my own feeling is in favour of that, for I regard the Senior Grade as a university examination and higher than the matriculation examination for the Royal University. I should be with them in trying to get certificates and have them recognised everywhere; not merely by us, but in certain cases in England, for solicitors and others, where the matriculation examination passes are received at present. As the Senior Grade is only regarded as a school examination, I think many people don't know the severity of the examination at all, and many bodies which are willing to accept the matriculation examination would not accept it. I think it would be well to bring under their notice the fact that the Senior Grade examination is harder than the matriculation examination of London, which is accepted as a technical qualification for many things.

1213A. But would not that encourage boys to wait for the Senior Grade, where it would be better for them to go on to college? Is it desirable to keep all boys at school till they pass the Senior Grade?—If the boys are going to compete for honours they have no chance, but if they are going for a mere pass there is no difficulty. In the case of boys who are going in for a long university course, as in the medical profession, it would be very hard on them to compel them to wait until the Senior Grade examination is finished.

1214. As regards your proposed definition of schools of different grades, I understand you don't attach any importance to the precise numbers of passes you mention?—No, the numbers suggested in my written replies are quite a matter of consideration how far they will work out.

1215. They might be modified?—Of course, you would have to make a general rule; because you could not have a modification in one case and none in another. If you have an examination of the work done, and sufficient proof that these schools were doing good work, I would be quite prepared to substitute, say, 12 for 15, and to have a boy in the Senior Grade counted equal to three, and the Middle Grade to two.

1215A. We have had small country schools which have not only passed pupils in the Senior Grade and Middle Grade, but have obtained exhibitions?—Oh, of course; but so also would a private teacher.

1216. But these are really schools?—What number of pupils are in attendance?

1217. One has reported its total as 16 between certain ages, and that school in 1898 gained two exhibitions in the Middle Grade?—Well, if the inspector reported that they were sent in——

1218. The age would show that?—Well, if you had sufficient witness of the whole 16 going into Intermediate education I would regard it as sufficient, but not one or two.

1218A. Have you the same view of the higher grade?—I would regard a pupil in the higher grade as equal to two or three, and in that way make up for the paucity of numbers.

1219. In your paper you refer to over-work in certain schools?—Yes.

1219A. I think your examination tends to limit that to girls' schools?—Oh, no. In fact it was brought to my attention, first of all, in connection with boys' schools. I am aware of schools where boys remain from nine to three, and then go home and come back from five to eight, and then go home and have some night work. They have ten or eleven hours' work daily. I regard that as a system which should not be tolerated.

1220. Are you counting the work at home in the ten or eleven hours?—Certainly. I think that is some of the most trying work sometimes. I have been aware of boys having eight or nine hours in school work and two or three hours' work to be done at home.

1220A. That seems an unduly long time in ordinary circumstances, but does it go on all the year round?—All the year round.

1221. Do you say that that occurs in many schools, or only in a few?—Well, I have not personal experience of a great many; but I believe it is not unfrequent.

1222. In reference to the Senior Grade exhibitions, you take the case of a boy getting a £3 prize. Do not most boys getting prizes of £2 or £3 retain exhibitions of £20 or £30?—No; I selected a boy who got only £2 or £3.

1222A. But that boy has taken his chance to get a £50 prize?—Certainly. But I recommend as many as possible to take an extra year in the Senior Grade. If they have the time, the more leisure and regular study they have the better. In fact, it meets one of my particular objections, and I see no difficulty. If a boy has qualified to obtain his exhibition, I think it is hard to shut him out.

1223. With reference to the scientific course, I wish to invite your attention to a statement in Professor Preston's evidence in page 315, where he says that full advantage should be taken of the grants and privileges offered by the Department of Science and Art, and that the Irish schools should earn £20,000 per annum from the Department. And further on, he says the school would be inspected by the Department of Science and Art, and the necessary equipment would be insisted on, of which the Department would pay half the expense?—Yes.

1224. Well, does that not make it undesirable that we should provide grants for the equipment of schools with scientific apparatus when the schools would be equipped by that Department?—If an understanding could be come to by which the Board would accept the certificate of the Science and Art Department that would save money and trouble.

1225. Why should not we be empowered to accept their certificate, and why should we shut them out from the advantage of receiving grants from the Science and Art Department as well as from us?—I should like to think it over. I think I would not dream of shutting them out. I would give every advantage, but I think to have the same examination paid from two sources is open to some objection.

1226. That seems to be the state of things at present. A number of schools get grants from both?—I think that is objectionable.

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1227. They are subject to inspection as a condition?—Well, I don't think when the payment comes from public funds that we should have payments from two sources for the same examination.

1228. But as it happens, the examinations of that Department extend over the Three Kingdoms?—Yes; and a condition might be inserted, that if the sum obtained from the Science and Art Department were less than from yours, you might give them the difference, just as is done in the Royal University, where they take into account what an exhibitioner is receiving from another source, and deduct that amount from the value of his exhibition.

1229. But if the schools earned grants for teaching science from the Science and Art Department, should we relieve it?—Oh, I certainly would entirely approve of that; it is so much saved to you.

1230. Most Rev. Dr. WALSH.—You are aware that in the English primary schools, the Science and Art Department until recently had charge of such subjects as drawing, and made grants distinct altogether from the elementary education grants, and now the Education Department has been put in charge of the drawing work in the schools, so that the grant no longer comes from the Science and Art Department. This apparently is on the principle which you have just laid down, that the same work is not to be paid for by two different departments?—Yes.

1231. But of course if we could get money from two sources it would be desirable?—I think it would be desirable: and more than that, if your sums were larger I would give the largest sum that could be got to the local people: therefore, I see no objection to an understanding like that in the case of the Royal University.

1232. I take it that Mr. Preston, the Inspector under the Science and Art Department, as he is to be examined here, can give us the details?—Yes.

1233. Now with reference to Natural Science in our Intermediate schools, you ascribe the comparatively small extent to which it is taken up to the want of proper laboratories and teachers?—Yes.

1234. You have heard it said, I dare say, that the Intermediate system has killed the teaching of Natural Science in the schools?—No, it has killed a certain kind of science. It has killed the popular lectures that were often given to students, experimental lectures in such subjects as magnetism and electricity; but it has not killed science educationally. It has killed such science as you can test. If your examinations are to be real, they must be different from anything represented by such teaching as that.

1235. To what extent do you think the small amount of scientific teaching in our schools is to be ascribed to the want of teachers?—I think we have men who devote their time and attention to teaching it as science is understood.

1236. What I want to call your attention to is that the comparatively small amount of work in natural science or natural philosophy in our schools is of recent origin. So far from killing it, the Intermediate system at one time did a great deal to create a sort of study of it?—Yes, to create the teaching from books.

1237. We hear a great deal about the falling-off for the last few years, but we hear nothing of the remarkable growth in the years preceding. How do you account for the falling-off within the last four or five years?—When it was found that the examination became more searching and the examiners were no longer satisfied with answers from a small handbook, then the candidates failed because they had not the use of instruments and proper knowledge, and when they fell away the other candidates did not take it up.

1238. Did you ever consider whether the establishment of the Preparatory Grade was the cause of it to a large extent?—Yes, to a large extent.

1239. Well, how do you explain it?—I alluded to it yesterday as a great calamity in Irish education that teachers, who had as their chief work in life primary education, were tempted by the inducements held out to clever boys to take up the boys into the Intermediate, and having been skilled in giving elementary knowledge in science, and having a good many laboratories, they took up subjects that would pay in the Intermediate, such as Latin, Greek, and other subjects.

1240. Does that account for the falling-off in the number of boys examined each year in these subjects?—Yes, because it would not be taken up by them because it would not pay for the examination.

1241. Although all the other examinations remained the same as before?—Oh, once a boy has ceased and you quit the subject at an early period, it cannot be taken up again with prospect of advantage.

1242. It comes then to this, that a great deal depends on the choice of subjects which the boy makes up for his first examination?—Certainly. Because if he does not make good progress early, he is confronted later with a state of knowledge to which he is unequal.

1243. Now, is it not a fact that they cannot now take up chemistry and natural philosophy at their first examination, which they could have done, and in fact did, formerly?—Yes, and I would be glad to welcome such a change in the grouping of subjects as would place boys on a line to take up these subjects and encourage them from the beginning, and provide elementary knowledge and such further education as would be truly Intermediate.

1244. Has your attention been directed to the fact that the falling-off in natural philosophy synchronises with the establishment of the Preparatory Grade?—Certainly.

1245. And that from then until now there has been a notable falling-off from year to year?—Certainly.

1246. Well it is not necessary now to go into the figures as to this. I pass to another subject that you have been asked many questions about, the Irish language—Celtic, as we are more or less obliged to call it by the Act of Parliament. I fear that from what was said here an opinion may be created that the Irish language is unduly favoured by our system of marking and examination. You are not of that opinion?—No.

1247. Or that Irish gets any advantages over languages like French, German, or Italian?—No.

1248. Please read from this last published report the percentage of boys who passed in 1897 in Celtic?—82·6.

1249. In French?—82·6; exactly the same number.

1250. So far as that goes, there is nothing that shows it is easier to get on in Celtic than in French?—No.

1251. Now, the percentage of passes in German?—86·6.

1252. In Italian?—93·1.

1253. Now, take the result of the pass, and see what encouragement is given the pupils to take up each subject. You have the programme?—Yes.

1254. In the Preparatory Grade what are the marks in Celtic?—500.

1255. In German?—700.

1256. In French?—700.

1257. Now in the Junior Grade?—French 700, German 700, Celtic 600.

1258. And in the Middle and Senior Grades?—The same.

1259. Well now, is there anything in these lists of marks to show that, for instance, the German language is marked in this way on account of its commercial importance?—No, Commercial German gets 200 marks more.

1260. You have told us that the number of marks in Celtic, in each case, is lower than for French or German?—Yes.

1261. Do those higher marks for French include Commercial French?—No. Including the marks for Commercial French there would be 900 for French or German, and only 600 for Celtic; and in consideration of these marks and subjects there is only a very small number of passes.

1263. Now, as to another matter. You have a strong opinion that pass and honours questions should be separated?—Yes.

1264. You recommend separate papers?—Yes; I should prefer them, but I make no objection.

1265. You don't think there is a serious objection to having them on the same paper?—No; but a boy should have no selection at all to make at the examination.

1266. You have a good deal of experience in the management of schools. Don't you think there is some danger of confusing a boy, and leading to waste of time, if you put before him two sections in the same paper telling him one is for pass and another for honours?—Certainly.

1267. When do you propose to remedy that?—I should have separate papers.

1268. How should the boy make his selection, is it in the examination hall?—No.

1269. If that were done, you think it would result in loss of time?—Yes, the boy might keep trying in the honours paper, and fail, when he could succeed upon the pass.

1270. And when should it be decided?—He should select beforehand, as in the Royal University, and determine which to take.

1271. Before the holding of the examination?—Certainly.

1272. That would get over the difficulty of any possible confusion?—Certainly.

1273. In reference to the ancient classics, you don't consider that the course assigned at present is unduly large?—Unduly small for a suitable honour course, but amply sufficient for pass.

1274. Do you think it desirable that boys should be examined, as at present, in all the minutiæ of that course?—No, not for pass; but for honours.

1275. You think it desirable that a boy should be taught to appreciate the niceties of language?—Oh, yes.

1276. But do you think it fair that a boy should be expected to appreciate and account for the niceties of language and all sorts of minute details over the whole range of matters required for a pass?—Not for mere pass.

1277. Would there not be an advantage in requiring him to read, and show a reasonable acquaintance with the grammar and structure of the language, over a fairly large range, provided he was protected against being worried with all the minute details, and that any questioning as to these should be confined to a certain prescribed portion of the prescribed course?—That is what I call an easy paper; I should have no objection at all.

1278. There is nothing gained by having an easy paper if it is not known beforehand whether the paper may not be very difficult?—It ought to be taken into consideration what a boy may be expected to do. I have no objection if the paper be simple, but I should like a boy to have a larger extent of translation.

1279. I understood some of the witnesses to suggest that, instead of teaching a prescribed course and having an examination in a prescribed course, the examination should be simply in the language; to examine in Latin or Greek, and not in particular authors, do you think that would work?—Not at all for schools.

1280. Even in the Senior Grade?—Certainly not.

1281. That is not the way in which boys are generally examined on entering the university?—Certainly not, and only the very highest honours men on leaving the university.

1282. You consider, of course, that in an examination there should be a large element of what is called "unseen" work?—Oh, for the test for honours, certainly.

1283. And even for pass would you not wish to have a certain amount of it?—Yes, but I would be very lenient in the marking of it. Many of the gentlemen who have come here have not been schoolmasters. I should think, if they had been, they would have a very moderate estimate of the powers of the pass schoolboy to do "unseen." I am perfectly certain that amongst those who pass into the universities, and go out of the universities, and take their degrees, there are a number of men who could not translate an easy sentence of English into Latin.

1284. There is only one other matter I wish to ask you about. It is in connection with the Royal University. You have some experience as a member, not only of the Senate, but also of the Standing Committee of the University, of the way in which boys come up prepared for entrance?—Yes.

1285. Can you tell me whether or not their answering at the entrance examination shows that they have passed through a really good, well-arranged educational system in their school course?—It shows that they have been very carefully prepared on a limited amount of matter—very, very carefully prepared. The number of clever boys competing, renders the competition exceedingly severe for our matriculation honours, so much that the boy who passed most brilliantly in the Senior Grade would have very little chance of a high position if he presented himself in the same year for matriculation at the Royal University. It generally takes a boy another year if he wishes to get distinction.

1286. I observe that in your written evidence, as printed in this book, you make this statement. You say, where you are speaking of inspection, "at present I am not prepared to advocate its introduction"—do you mean the introduction of a system of inspection?—I beg your pardon——

1287. Take the words—"for the present merely competitive system"; what is it that you say you are not prepared to advocate?—If you will kindly look again—I wrote "to substitute for examination."

1288. "But at present I am not prepared to advocate its introduction." This may be misunderstood. I wish to ask you, having fully considered the matter, are you not prepared, even at present, to recommend the introduction, to a large extent, of a system of inspection of the schools?—My written paper shows that.

1289. I call your attention to it for this reason, which is important. It is not necessary to mention names, but I have heard your authority quoted as a strong argument against the introduction of a system of inspection. Is that a fair inference to draw from anything you have given as your evidence, whether written or oral, before this Commission—that you are at present opposed to the introduction of a system of inspection?—Certainly not. On page 95 of the Appendix containing written replies to the queries of the Commission, in the first column, "Alterations in system generally," No. 2, I say, "I would recommend the employment of inspectors to visit schools, and report on the methods of teaching those subjects which cannot be tested by written examinations. Such report to be taken into account in the award of results fees in those subjects."

1290. I am quite aware of that, but you see I wish to have your view brought out so that it cannot be misunderstood?—I recommend that now; without drawback or hesitation.

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Rev. William Delany, S.J., LL.D.

1291. So that you are not in any way to be quoted as opposed to the introduction of inspection?—Quite the other way. I am an advocate of inspection.

1292. One final question with regard to this schedule of your answers printed here?—I beg your pardon, but I should not like to be misunderstood. The hesitation there expressed is not at all about the desirability of inspection.

1293. On what ground had you any hesitation in the matter when you wrote this?—Solely because I was aware that amongst a number of head-masters—I am Chairman of the Committee of Head masters—that amongst many of the head-masters whom I met the effect of inspection seemed to them an unknown and very dangerous quantity, and therefore many of them seemed to feel that public confidence in the value of your examinations would be very much shaken indeed if an inspection such as they had fancied to themselves were introduced. I therefore was not prepared to advocate its being substituted at once in a large measure for the present system, not that I do not prefer it for its intrinsic merits, but because I think it is absolutely essential for the success of the Intermediate Board that it should continue to hold the confidence of the country—absolutely essential—and, therefore, that until public opinion was sufficiently educated, and also until we could show by experience that we had such inspectors as were desirable, an unfavourable introduction of inspection would be attended with inconvenience.

1294. I think you were present when Dr. Molloy was examined?—Yes.

1295. He indicated a way in which this system of inspection could be tentatively introduced on a small scale?—Yes.

1296. Do you not think that a very practical suggestion?—Well, I am not quite clear that I fully take in the suggestions of Dr. Molloy, which I very much appreciate, and that main suggestion——

1297. I am dealing only with this one point. Suppose it was not considered feasible at first to introduce this new element of inspection on a very large scale, and that it was found possible to introduce it on a small scale, would it not be desirable in that case to introduce it tentatively on a small scale?—Certainly. I strongly advocate it with regard to the subjects I mention.

1298. You agree with me, of course, that it would not be desirable to try experiments on the schools by introducing a thing we were not clear was a good thing in itself?—Obviously.

1299. But then, if we know it is a good thing, and calculated to supply a great want in the present system, it would seem very desirable to try it tentatively?—Yes, and if it was begun on those two questions it would be the means of introducing it.

1300. I observe that this schedule of answers of yours is signed not only by yourself, but also by a number of your colleagues, all holding very important educational positions, and having a great deal of experience?—Certainly.

1301. There are six of them, I think. Does that substantially represent the opinion of all your staff so far as it consists of your colleagues?—The paper was adopted and signed by Fathers Finlay, Hogan, Darlington, Browne, O'Neill, and Russell. Two—Father Wheeler and Mr. O'Nowlan—were absent.

1302. I am sure that those two were not excluded because they did not agree with you?—No. It so chanced that one was absent, giving a retreat, and the other was absent in England at the time.

1303. And you have no reason to believe that they would differ from you?—So far as I know.

1304. I wished to call attention to the fact that the views you express here are not your own merely, but represent the views of the staff of the important educational establishment of which you are the president?—And of many other members of my body who have had very large educational experience.

1305. Some of whom will probably be witnesses afterwards?—I hope so.

The witness withdrew.

Most Rev. Dr. KELLY, Bishop of Ross, examined.

Most Rev. Dr. Kelly, Bishop of Ross.

1306. CHAIRMAN.—Dr. Kelly, you are the Bishop of Ross?—Yes.

1307. And I see in the paper you have been good enough to furnish to us, that you taught in a grammar school for some years before 1878?—Yes.

1308. Before the passing of the Intermediate Act?—For about two years.

1309. And then you worked under the Intermediate system for 18 years?—Yes.

1310. I believe that you took a very keen interest in the system from the time the Act was passed?—Yes, that is so.

1311. What is your opinion as to the practical working of the system?—Well, I have expressed it in the paper I sent in. I have stated that in my opinion the system has done a great deal of indirect good to education, and, as I think that the opportunity has arisen for improving its defects, I have emphasised the defects much more than the good qualities of the system. The Act was passed to promote education in Ireland—that is its main purpose. And I fear that it has not promoted education in the true sense of the word. There has been a wider diffusion of knowledge, but the wider diffusion of knowledge does not necessarily imply education; knowledge is more widely diffused, but the wider diffusion of knowledge does not necessarily imply the growth of national intellect; and I am distinctly of opinion that the intellects of the pupils leaving the grammar schools at present are less vigorous and less developed and less capable of exploring new fields of knowledge, and of dealing with the problems of ordinary life that they will be called upon to deal with afterwards, than had been the intellects of the boys who left those same schools before the passing of the Intermediate Act. This is a very serious indictment against the Act, but that is my opinion, formed not recently, but an old standing opinion. I expressed that opinion, indeed, in the year 1887, before the Education Endowments Commission, and I take the liberty of quoting one answer I made on that occasion. On the 12th October, 1887, I was examined as a witness and stated: "I regard the Intermediate examination as fairly conducted, and I also consider that the Intermediate system has improved the education of the country, for it has set up a system where there was no system before, and it has given some sort of standard by which people can go, whereas up to its introduction there was no standard to go by, and every school followed its own caprices. But having said so much, I am not a very great admirer of the system. Though the Act has done good, the system it has introduced is a bad system. I think a system of education conducted altogether by written examinations leads to teaching of a very defective kind. The great object of all such teaching is merely to get a certain amount of knowledge into the heads of the boys, and the training of the pupils—the *disciplina mentis*—is very much neglected, I fear,

I know, for my own part, I would not consider myself conscientiously justified in teaching any class in the method which would bring the highest results in the Intermediate examination, and I never did so teach." I was then asked—"Do you think a short course suitable to boys in the higher grades?" And the answer was—"The reading in our college was much more extensive before the introduction of the Intermediate system in all the grades; but I do not think the shortness of the course is the worst feature. I think the fact that you have only a written examination and that the teaching becomes largely mechanical, is the worst feature." Then I added, "I would be glad if there could be some corrective applied, and if the Educational Endowments Commission could distribute any funds that may come under its control by inspection, that inspection by the Education Endowments Commission would be a sort of corrective to the Intermediate system." That was my view in 1887, and it is still my view, except that it has been widened, and deepened, and strengthened by time.

1312. Now, in the paper here you have given some particulars of the greatest evils which you consider result from the system that has been introduced by the Act of 1878. I think you first say that the examination is made the be-all and the end-all of education?—That is so. I have stated that that is the greatest evil, and I have already expressed the idea that the examination, being the great purpose and end of education, it leads to teaching of a very defective kind, and I stated that the purpose of education at the present moment is to obtain the highest results, to obtain the highest marks at the examination, and any knowledge which does not serve the purpose of getting marks is considered by the school-boys and also by some of the teachers as useless lumber. Well, then, that led to the adoption of wrong methods. The quickest method of acquiring knowledge is regarded as the best one, whether that method cramps or develops, weakens or strengthens the mind, and the outcome is that just as the workman uses his tools to earn the highest wages, so the teacher may use the minds of his pupils in order to earn the highest results fees, and I regard that, I may say, as downright prostitution of the good and the bright intellects of the country—a prostitution of the very worst kind.

1313. I desire to ask your lordship one question with reference to that. We have had evidence here already that that was the necessary tendency of the system. Now I want to ask you a question not as regards the tendency, but as regards the actual results of the system according to your experience. In your experience has the actual working of the system produced the result that you mention?—Yes, decidedly it has; and furthermore, I will go farther and say that considering that human nature is what it is——

1314. And it is always likely to remain as it is?—Oh, yes, of course; but I say that though the fault is not, perhaps, metaphysically or physically inherent in the system, yet, taking human nature to be what it is, and taking all the influences at work in the country, I say that it is inherent in the system to this extent, that it is inseparable from the system.

1315. You are, of course, taking the tendency of human nature to work in the direction that will bring the greatest reward?—Yes, and not a reward in money, but a reward in reputation, which, I consider, to be an even keener incentive.

1316. But the reward in reputation also brings with it a reward in money—it brings money in?—Yes, indirectly.

1317. You also have mentioned in No. 2 of your paper the character of the knowledge acquired by the education that is given under this system, especially as regards the various languages taught?—Yes. I consider the teaching is very defective as regards the various languages, but I must say that I consider the first evil that I have discussed as being of infinitely more importance than any other, and I consider it to be a perversion of the idea of education, and a real and a great evil, because, as every witness has stated here, the purpose of education is to strengthen the faculties of the mind, and improve the faculties of the mind, and prepare and equip the mind for the business of after life. The acquisition of knowledge is a means to that great end, but only a means, and if I get a man or a boy whose intellect is well developed it makes very little difference to me whether he has much positive knowledge or not. The real advantage, as it seems to me, is to have your mind so trained as to be able to apply yourself to anything that turns up, or any situation that confronts you. In my own life I may say that matters turn up with regard to which I have not a particle of positive knowledge, and I am obliged to apply myself to them and dispose of them.

1318. Yes, of course. I think that happens with nearly all of us. You consider that the proper result and outcome of Intermediate education ought to be to show a student how to learn, and to inculcate in him the habit of study, and you consider, as I understand you, that when it has done that it has done its principal work?—Yes, certainly. That is the principal object in view. But, as I have already stated, you can acquire knowledge at the same time. The acquisition of knowledge and the attainment of real education can go on simultaneously. The acquisition of knowledge is only subsidiary to education, and thus, while I consider it a great evil that the knowledge of languages is defective, still I regard it as only a secondary matter to the first evil which I mentioned.

1319. Before we go into that, I want to know, are you of opinion that this system of Intermediate education has a cramping influence on the mind and on the faculties of the teacher?—Oh, no not so much on the teacher. As regards the teachers, I think that here is to be seen one of the good effects of the Intermediate system. I believe that the teachers of the country are a better body now than they were twenty years ago, when this system was introduced. I think that the stimulus given by the system has stirred up the teachers. There is amongst them now more vigour and energy, and I think wider knowledge; the evils I regard as having affected the pupils and not the teachers. The system has up to this seemed to me to work as a strong medicine on the education of the country and if you stop it now you have all the purgative effect of the medicine, and if you now, so to speak, leave the rest to nature you will have good health, and vigour, and energy, but if you continue the present system very much longer, if you keep on administering the medicine I think the patient will be in a bad way.

1320. We have had some evidence here to the effect that the tendency of the system is to unduly interfere with the teacher's liberty in his line of teaching, and prevent him from bringing out the best faculties in the pupil. Have you anything to say as to that?—Yes. I will give you my own experience. When the Intermediate Act passed, I was a junior teacher, having no responsibility for the conduct of the school with which I was connected. At the examinations in 1879 the school was able to send in from 150 boys, somewhere about 28 of them. The rest were excluded by the age-limits. I have not the figures before me, nor have I been able to lay my hands on them, but I am not far wrong. Out of the 28 we got no exhibition, but 10 out of the number who were sent in got book prizes, and some came close to getting exhibitions. In the following year, 1880, we sent in about a similar number, with somewhat similar results, except, I think, that we got only eight book prizes, and the places that

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Most Rev. Dr. Kelly, Bishop of Ross.

were got were somewhat lower than in the previous year. I, as an enthusiastic young man, was not satisfied with this, and I thought to myself as to how it was that our school had fallen back instead of going forward. I was then teaching a Junior Grade class with about 30 boys in it, and after ordinary class hours, and on Sundays and holidays and at recreation time I took three of these boys apart. I should say that I studied the work carefully myself, beforehand, and I took these three boys over all the business they were to have for the following day. I smoothed away all difficulties, filled up the pitfalls, and assisted them in every way. I gave them additional work, such as unseen translations, additional compositions, and I worked in that way with these boys for a year. They attended class with the other 30, and, of course, got the ordinary oral teaching. Well, they had matters greatly facilitated for them. At the end of the year two of them got exhibitions, and the third took a prize. I was pleased at the result, but I began to reflect whether I had really been developing the minds of the boys or crippling their minds, and I came to the conclusion then, and I hold the same opinion still, that I had done the boys a great intellectual harm. I really prevented them from using their own energies and faculties, and the other boys who were not treated in that way, and who had to exert themselves, fared better, I think, educationally, for when one of them fell into a pitfall he had to struggle in order to get out of it. In that struggle consists all education and the development of the faculties. These three boys never got a pitfall. I came to the conclusion, as I told you, that I had injured the minds of those boys, but they were all of them clever, and in spite of this enervating process, I did not kill their natural talent. I consider that pupils, if they were educated and not prepared for examinations, would be better.

1321. And the system you adopted with these boys was the one best calculated to promote good pecuniary results under the system?—I could not secure the results otherwise. It was absolutely impossible to secure them otherwise. But I should say that in teaching those boys I did not teach them in the methods that would bring the best results. The bent of my mind drove me into giving certain explanations and putting questions as to the understanding of the subject-matter and the argument of the author. I knew, however, and the boys told me too, that that was wasting their time and would not pay at the Intermediate. I could not succeed otherwise than as I did; and I now say that any boy who ever got on under my tuition successfully at the Intermediate, did so to a certain extent to the ruin of his education, and that is a very serious thing. I would say that success at the Intermediate is secured in direct proportion to the injury done to education. I am perfectly satisfied that the success of exhibitioners in Ireland is due to the fact that their education has been injuriously affected, and that many failures to secure exhibitions have arisen from the fact that the education of the pupils has not been injuriously affected.

1322. Have you thought of any remedy for this?—These young gentlemen whose education, from my point of view, has been spoiled, have not to a large extent up to this become the schoolmasters of the country. If the present system goes on for another twenty years, and the old generation of teachers die out, and the Intermediate produces its effect not only on the pupils but on the new generation of teachers, it will then be impossible to cure the mischief that has been done. I consider that this Commission has the fate of the country in its hands, and that is why I am here to state my views to it.

1323. Do you wish to add anything on the first topic that you mentioned, or on the second one as to the teaching of languages?—I think I have given my views fully. It is on the question of the system that I speak. I don't want to go into details, but I give my views as strongly as I can on the question of the system.

1324. I am anxious to give you every opportunity of stating your views as clearly as you can. Kindly state your views as to the effect it has on the character of the knowledge obtained by the student especially on languages, classical and modern? You say that the knowledge he acquires is a memory knowledge?—Very largely—and then the boy feels that what he gets very largely by memory he will have to reproduce at the examination, and he tries to keep it in memory for the purpose of reproducing it, and I fear that in many instances when he has gone through the examination he throws off the knowledge.

1325. Has it had any effect on correct pronunciation?—Yes, I believe in a great many of the schools reading languages aloud has been given up altogether; at least, to judge from the boys who came up from other schools to my school, it seems to me that reading aloud has been given up altogether in classical and modern languages. I don't mean merely correct pronunciation, but they really cannot articulate words. If you ask them to pronounce a word for you they will spell the word instead of pronouncing it. They cannot unite letters into syllables or syllables into words, or give you any sound at all. From my experience language with many of them has ceased to be articulate speech.

1326. I have heard of a young gentleman being asked what was the French for "yes" and his anwer was "o-u-i"—has that occurred to you?—Well, something very like it. I asked a boy one day who came to my school, and who passed in the Junior Grade in French, what was the Imperfect Tense of *avoir*. He said "j-a-v-a-i-s." I asked him to pronounce it. He could not pronounce it. He looked at the grammar and after a considerable time he got out the word "java-is," then he went on "tu avaise," and so on.

1327. You put that strongly in your written answer?—Yes, it is not only that no attention is paid to correct pronunciation but there is no attempt at pronunciation of any kind. If you ask a pupil to put a verb through the persons of a certain tense, he will reply by spelling them. He cannot form sounds; language is no longer articulate speech; such mummery is the Celtic, French, German, and Italian which twenty years of the working of the Intermediate system has left us. That expresses my experience and my opinion.

1328. Do you wish to say anything more with respect to evil No. 2?—Well, I think I modified that statement in the paper, because I say lower down that those faults in all their sickening grossness are not universal, but they are found in the vast majority of Intermediate pupils. Of course it was before my mind that there are 9,000 children presenting themselves every year for examination, and it does not apply to all of them; but in no school in Ireland is there the same facility of articulation now as there was up to the year 1878.

1329. I think you added that it is now useless to look for accuracy of pronunciation?—Yes, that was my experience.

1330. You also directed attention to the fact of the system attracting a number of pupils to studies which are worthless to them in after life?—Yes, my view is that the Intermediate programme has forced upon the country a grammar school education that does not suit the country, that suits only a small number in the country—namely, those preparing for the universities, and those who intend to go to the professions—the clerical, legal, and medical professions. I think it is a great national calamity that a number of boys and girls through the country should be driven to study subjects which are

quite useless to them, and neglect subjects that would be useful to them. They are driven to do this because they want to earn the rewards under the Board, whether prizes and exhibitions for the pupils or results fees for the schools. I regard that as the next evil. Perhaps, on the whole, this evil is more serious than the first; because we all live in this country, and I believe that we ought to keep the interest of the country above and beyond everything else.

1331. You regard that as injurious to the intellect of the country?—Yes, I expressed that idea in my paper by stating that the time wantonly wasted might be profitably employed in arithmetic, drawing, natural philosophy, and other sciences which would mentally equip the pupils and be useful to them in their positions in life. I consider this mis-direction of the youthful intellect of the country is a great national waste of the most precious stores of the country, the brain power of our youth.

1332. In the answer under the head of evil No. 3 you refer to pupils who are destined to live by manual labour, and you say that how such a pupil could derive any advantage, mental, moral, or social, from that peculiar style of Latin, French, and German which you have described you are totally unable to comprehend?—Yes, the sons of labourers, carpenters, tailors, and butchers, and all the rest, men who have not the slightest hope of living except by the labour of their hands.

1333. You believe that to that class the object of going in for the examinations is that of passing the examination not as means to the end of being truly educated?—No, the passing of the examination is the object, and, if possible, winning an exhibition or a prize, and obtaining results fees for the schools.

1334. I suppose that one of the difficulties the schoolmasters in the country have to contend with is want of time, that the parents of the children cannot afford to allow them to remain at the school until they are 18 years of age?—Certainly.

1335. The mass that do enter the Intermediate schools do not go beyond the Junior Grade?—My experience of the boys I had to deal with in the county of Clare, and with the boys that came under my observation as bishop in Cork, is that the majority who enter the Intermediate schools go through the full course, that is in the particular schools with which I have been concerned myself, because there is another set of Intermediate schools that I shall have to speak of later on, but the majority of the boys in the schools I have had to deal with went through the full course. They went to the schools for a definite purpose, the purpose of entering some of the professions, and the majority of them went through with that purpose. But side by side with them there were a number of boys attending the Christian Brothers' schools, which were regarded as primary schools before the passing of the Intermediate Act. They remained at the schools until 15 or 16. Prior to the Intermediate Act some of them dropped away at 12 or 13, and then when the Intermediate system was introduced the boys attended at the school a little longer, but dropped away at the end of the Junior Intermediate Grade as a rule.

1336. Had the subject-matters taught in the Christian Brothers' schools been to any extent changed owing to the passing of the Act?—Yes, very considerably, they had to adapt themselves to the programme of the Intermediate Board.

1337. Is there anything else you wish to mention as to the effects of the Intermediate Acts before we refer to the alterations which you would suggest?—Well, I don't think so.

1338. I will ask you then to come to the practical remedies you suggest in order to obviate those evils?—The first remedy is, that the great national competition by written examinations should be utterly abolished. I call attention to the words "the annual competitive examinations" because I think the whole mischief arises from the great annual competition. Self-preservation is the first law of nature, and that principle holds with regard to schools as well as with regard to individuals. A school must adopt the methods necessary to make a show at the great annual competition except it wishes to be blotted out. If a teacher honestly and conscientiously desires to conduct his class he knows that half of the time he devotes to educating his boys will not "pay" at the annual examination, and he fears that other people will be preparing pupils for examination while he is educating his, and if therefore he has the moral courage to educate them for a year, when they go up for examination he finds that his pupils are nowhere on the list, and then he has to endure the taunts of his enemies and, what is far harder to bear, the sympathy of his friends.

1339. If you abolished the competitive annual examinations, what would you substitute instead of them; what would your ideal system be in the matter?—Well, at the time I sent in that paper I thought that the Intermediate Education Board could carry out the suggestions that I made without any change in the Act of Parliament; but I have since learned that this is not so, and consequently, I will speak a little more freely now than I did in the paper.

1340. You are aware that this Commission has been asked to report what changes if any ought to be made, and whether a new statute for that purpose is or is not necessary?—Yes. I think the best system would be what I describe in No. 2. What the Intermediate Board should keep before their minds is this, that they should deal with the schools rather than with the pupils. In the old times, when a great public benefactor wanted to improve education, he began by erecting suitable buildings; he then got in suitable teachers and provided for their maintenance, and he generally gave some endowment either in land or in money to help on the pupils, and he was regarded as a great benefactor, in fact he established an endowed school. In my opinion the Intermediate Board has commenced at the wrong end; instead of dealing with the schools and teachers and trying to provide good education you start at the other end, and what you do is to give a stimulus to education—viz., competition, and upon that stimulus you build the entire system. Just as if the great mediæval builder turned down the spire of the grand cathedral and endeavoured to poise the whole edifice on that foundation. The Board begins with competition—the stimulus of education—from which they elaborate a whole educational system. It is as if an individual required a stimulant for his stomach's sake, and his whole system of diet, his clothing, housing, and entire manner of life were regulated in reference to that stimulant. I would commence with the schools, and I maintain that the money should go mainly to the schools. That is no new idea of mine; it is an old idea which I gave to the world long ago. In a letter of mine published in the Dublin newspapers many years ago I stated:—"While the teachers received as salary for their arduous labours, and as subsidy to pay rent and rates on schools, and to keep buildings, furniture, and appliances in order, and to repair the ravages made by time and juvenile mischief, the sum of £8,875, the students received as a bribe to induce them to learn, the substantially greater sum of £11,810." That was before the increase was made in the grant under the Local Taxation Act, "If the Commissioners take the trouble of inquiring they will find that this money is seldom hoarded up to assist the student later on in the continuance of his studies, and the attainment of an honourable position in life, which without this Intermediate subvention he should have failed to reach, but that, after the manner of all bribes, it is generally expended foolishly—on toys for the successful student, on trinkets for his sister, or on procuring a few weeks' good cheer for a poor family, who, after this windfall has

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disappeared, are only the more unhappy with the usual hardship of their lives."

1341. You propose that the money at our disposal should be distributed amongst the schools?—Yes, mainly.

1342. The school to be taken as the unit instead of the pass student as at present being the unit for distribution?—Yes, as I observe in the same letter—"The Intermediate results' fees are simply a mockery endowment. So far as any real educational assistance we have received from the Board in the past is concerned, I could have heartily wished the Irish Intermediate system with the Irish elk, the dodo, the moa, and the other extinct generations." Then I proceed to give my idea that the main body of the money should go to the teaching and to procuring a good equipment for the schools. No school can be effective unless it has a strong staff of competent teachers, good buildings, and educational appliances. Those articles cannot be procured without money. Either of two things must happen in unendowed schools; the pupils must pay enormously high fees in order to procure efficient education, or else they must be content with moderate teaching. If the Intermediate Education Board helps to maintain an efficient teaching staff, I have no concern as to how they do it. I am indifferent as to whether they give, as at present, the entire results fees to the managers of the schools, or divide them, according to a fixed proportion, among all the masters in a school. The benefit to the public will be the same. The creation of new prizes and exhibitions benefit individual pupils to the detriment of the vast bulk of the pupils, who must pay out of their own pockets for high-class teaching, or put up with incompetent instruction. The case is so clear that it seems unnecessary to argue it. My idea all along has been the endowment of the teaching.

1343. The creation of prizes and exhibitions benefits the pupils?—That was my idea of the system of payments by results at the time. What I would now have is capitation grants for the schools, and I would have the capitation grants made out in this way. I would employ a permanent body of gentlemen—you may call them examiners, or you may call them inspectors—the name makes no difference—but they should go to the schools periodically and inspect and examine the pupils in the schools themselves. And then I would follow the method I heard Dr. Molloy lay down, and on the results of their inspection and examination in the school itself, I would classify the schools into various classes, and pay capitation fees on all the boys in the school graduated according to the report of the inspector as to the character of the school, whether excellent work was given. Of course, it would be a matter for an actuary to calculate what rate of capitation fees you would be able to give. Suppose £5 for an "excellent" school, £4 for "very good," £3 for "good," and so on. I would distribute the money by capitation grants on the number of pupils in attendance.

1344. Graduated according to the excellence of the school?—Yes.

1345. Would you propose that those gentlemen should examine each of the students at the school?—Well, I have not gone into those details My own opinion would be that any man of experience would not be very long in a school before he could determine whether the work of the school was being excellently done; it does not require such detailed examination as many people imagine to do that.

1346. Would such an examination as he would enter upon be directed to the efficiency of the teaching in the school as distinct from ascertaining the amount of knowledge acquired by the students?—Mainly to the efficiency of the teaching, and that is what I want—a good school, with a good teacher that would teach the boys well.

1347. An efficient teacher if left to his liberty will teach the boys to the best of his judgment, so far as their intellects are capable of being developed?—Yes, at the same time I think it would be no harm to have some little restraint on the teacher, and I would take into account the answering of the boys also, in order to see that he had thoroughly done his duty.

1348. You would examine the boys in the school?—Yes, but not in every subject.

1349. But I presume not in every subject?—Not necessarily. From my own experience I think a competent examiner or inspector going into a school even if he did not examine the boys at all, but simply walked through the school and into the classes and saw the teaching going on for two or three hours, and saw the work that they were doing and the character of the order and discipline of the school, could classify the school although he never asked the boys a question. That is my opinion.

1350. It has been suggested that there should be a "modern course"—I mean a commercial course—but Father Delany prefers to call it a "modern course"—I understand that that suggestion has your approval?—Yes, I hold strongly that the interests of the country require that, and that the old Intermediate course, framed as it has been up to this, should be regarded as a classical course. In my opinion there should be an opportunity given to the bulk of the pupils who go in for the examinations—having regard to the future career in life for which nearly four-fifths of the whole are destined—to devote themselves to such a course of study as will be really useful to them. Whether you call it a "modern course," a "commercial course," or an "industrial course," I do not mind. I am not prepared to make any suggestion as to what the subjects of the course ought to be—that is a matter upon which I have not formed an opinion, but in my opinion such a course ought to be there, and it will be a great national calamity if it is not there.

1351. Do you recommend that certificates should be given on the results of the school examination—that is, the examination that would be held by the inspectors?—Well, I made that suggestion simply to comply with the Act of Parliament—it was to fit in my suggestions with the Act of Parliament that I put that in.

1352. You do not think it necessary?—No; I do not regard it as a point of any importance.

1353. You say "a certain number would be recommended for further examination with a view to exhibitions and prizes. Those examinations should be held at intervals, and for a number of schools. Those who reached the required standard should get prizes." Do you suggest that as part of the system, or was that also introduced with the view of complying with the Act?—It is part of my system, and, as things exist, it is the only system feasible. The students and their parents have been for years getting, under the present system, certain amounts of money from the Intermediate Education Board; and I do not think it possible to change that condition of things at present. Therefore, I believe that a considerable portion of the money under the control of the Board will have to go in exhibitions and prizes to the pupils; and, of course, some arrangement must be made for the distribution of those exhibitions and prizes. But I consider that a matter of infinitesimal importance as compared with keeping up a supply of good teachers in the schools. It is a stimulus to education, of course, and in that way important; but, as compared with the keeping up of a class of good teachers in the schools, it is comparatively unimportant. The idea I had in my mind was this—that, when those oral examiners that went to the schools examined a school, they should select a certain number of boys to be examined for exhibitions and prizes; and that no boy should be permitted to go in for exhibitions or prizes except those recommended by them.

1354. Just as, in the Trinity College examinations, a certain number were "recommended for honours"—that the inspectors should select the best answerers at their examination, and recommend them for the examination for exhibitions and prizes?—Yes, and I consider it that that would afford a useful check in the subjects of the written examination afterwards. If the examiners took the country by counties, they could afterwards have all the selected boys assembled at a certain place in the county. For example, if they had examined the schools in the county of Cork, all the Cork boys might be brought to some central place for examination, much as at present.

1355. By "all the boys" I suppose you mean all those who had been recommended to go in for exhibitions or prizes?—Yes, and they should be subjected to a searching written examination, and any boy who reached the standards prescribed by the Board should get an exhibition; and in order to limit the element of competition between school and school there should be no classification of the results. No doubt one school would be able to say that it secured three or four exhibitions, while another might only be able to say that it got one. That would, in my opinion, be a useful competition, and not injurious. A certain amount of competition is useful as a stimulus to teachers, and I do not think it would do any injury.

1356. You know, of course, that it is uncertain whether we shall be able to obtain a new Act of Parliament?—Certainly.

1357. If your ideal scheme, which would require a new Act of Parliament, cannot be carried into effect—if we are not able to obtain new legislation—we shall have to do the best we can without an Act of Parliament?—Decidedly.

1358. You have suggested certain alterations in the rules?—Yes.

1359. I see you were strongly opposed to the institution of the Preparatory Grade?—Yes. I was strongly opposed to it at the time. On the general question of my ideal system, the Board has, in my opinion, power to give effect to many of my recommendations without any further legislation. There is nothing to prevent the Board under the present Act of Parliament from holding preliminary oral examinations in all the grades.

1360. The result of such examination not counting in the public competition?—Yes, and I would have no age limits, except perhaps an upper limit of 20, and a lower limit of 14. I do not think a boy should enter on a course of secondary education until he is 13 years old. I would make the limits for grants from 14 to 20.

1361. That is as regards passes and results fees? Yes, I would put no other limitation as regards them. As regards exhibitions and prizes it would be a different thing. This was the view I expressed in 1887—so that it is not a new view of mine. I said I would draw a sharp line of distinction between boys who wished to go in for scholarships and prizes, and those who wished merely to pass the examination and win results fees. I think that for the purpose of prizes and exhibitions there ought to be an age limit. I would not allow older and more experienced boys to compete against younger boys; but for the purpose of merely passing the examinations there ought to be no limits of age. In that respect I think the Intermediate education system inconsistent with other systems in the country. In the National system the Board has no limits of age, and in the universities I have never heard of any limit of age in regard to entering the university and being taught there. I know there is a limit of age with regard to scholarships, but I think it unfair that under the Intermediate system the teachers should get nothing for boys because they happen to be over a certain *prescribed age.*

1362. You would have limits of age in the competition for exhibitions?—Certainly.

1363. Have you any objection to the present limits of age for exhibitions?—None whatever.

1364. You had an objection to the way in which the Board dealt with girls under the rules?—I had a very strong objection to that in the earlier stages of the working of the system, when the amount of money at the disposal of the Board was much more scanty than it is now. I had a very serious objection to it then, and I criticised the Board very freely at the time.

1365. We are accustomed to be criticised now?—Well, at that time, when you had only about £32,500 a year to spend upon education, the girls cost the Board £11,000. I thought that in allocating £11,000 to girls out of £32,500, they were entirely too generously treated, considering that the Act of Parliament itself made no special provision for them, because girls were introduced into the system only under a little sub-section, giving the Board power to make rules to admit them.

1366. As I read the Act, the duty was imposed upon us of making rules to admit girls. What is your present objection to the application of the Act to girls?—Well, I suppose there can be no objection to spending a portion of the increased grant upon the education of girls, but I still hold it a great absurdity, where you have three-fourths of the population Catholics, that in this matter of the distribution of Irish moneys, only about one-third of the money goes to Catholic girls. When we come to the grant given to boys we find the proportion properly observed. We find the Catholic boys winning in results fees, exhibitions, and prizes, about three-fourths of the money; but on the girls' side I find one-fourth of the population winning two-thirds of the money.

1367. Of course that results from so large a proportion of the Catholic—than of the Protestant—girls abstaining from presenting themselves for examination?—Certainly.

1368. Have you had any mode of learning how that arises?—It is due to the nature of the programme. I hold that the Intermediate Education Board has no right to make a programme for the education of girls that the girls do not want.

1369. Suppose you were framing a programme for girls, would you state what the nature of that programme would be?—I would not undertake to do that—I do not know enough of the matter. What I know is that the present programme works unfairly as between the two parties. My earlier attempt was to try and get the girls excluded altogether, in order to have all the money given to the boys. The entire amount of the grant was ridiculously small and insufficient, even for the boys, at the time; but I think that even at present, when the sum at the disposal of the Board is larger, the matter should be so arranged as to give fair play between the parties. I think it an absurdity—I use that word without any bitterness—it is an absurdity that Catholic girls should get only £4,000 or £5,000 out of £12,000. There ought to be a fair distribution.

1370. Your last recommendation is, that as long as the present system continues equal results fees should be paid for over-age pupils as for those under age?—Yes; I would do away with the age limit. I would allow a limit to prevent a school sending, perhaps, one of its junior masters to earn results fees for the school. I would have a limit to prevent such a thing as that, but within that I would give liberty to send in any boy for a pass examination. I would have an upper limit, and a lower limit, but between the two I would give liberty. I would, however, not go on paying results fees for the same boy year after year. I would allow three payments for one student during his entire course. I would not have a boy remaining six years and getting results fees

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during the entire time. If a boy found it necessary to spend two years in the same grade, I would pay on him only once, as you do at present; but if he went on from one grade to another, I would pay on him. If you think it necessary for the protection of the pupils that you should have the present age limit, I think other forces will modify that—for if a pupil is kept back unduly, the parent will complain of it, and bring pressure to bear on the teachers, and I think that pressure will prevent his being kept back unduly.

1371. Is there any question necessary to bring your views fully before the Commission that I have omitted to ask you?—Well, I do not think so. The two things I want are, firstly to have a system of real education, and secondly that the pupils of the country shall get an opportunity of being educated in the subjects that will be really useful to them.

1372. Mr. Justice MADDEN.—You have explained to us very clearly your ideal system of distribution of public money among the schools—a capitation grant, graduated in accordance with the results of inspection and examination. As pointed out by the Lord Chief Baron, that could only be done under an Amended Act. Suppose that an Act was passed empowering the Board to introduce such a system, would you recommend its sudden introduction at once as a substitute for the present system, or tentatively and gradually, as suggested by Dr. Molloy?—Well, I have read Dr. Molloy's evidence as to the danger of introducing it suddenly for fear of the public losing confidence in the system. I do not entertain that apprehension to any great extent. I have noticed that the slightest change in the programme of the Intermediate Board has immediately re-acted on the whole educational system of the schools of the country. If the Board added a few marks to any particular subject, or if they deducted marks from any subject, all the schools of the country have responded at once in the most extraordinary way to the slightest change of that kind on the part of the Board, and it seems to me that now, when you have some £50,000 a year to distribute, if you wish to distribute that £50,000 by the results of inspection and oral examination, you are masters of the situation, and that the schools will at once fall in with any change you make.

1373. Then your advice would be to effect the change as rapidly as we could?—That is my wish.

1374. Supposing it were found impracticable to effect the change for some period of time, do you consider that the system of inspection might be usefully adopted as a check upon the results of the written examinations?—Decidedly.

1375. Though not going to the full extent you desire, it would have a certain beneficial result?—A most beneficial result.

1376. You have called pointed attention to the defective teaching in many schools of modern languages and classics, and the disregard of pronunciation of the languages as they are spoken, that might, I suppose, be to a large extent counteracted by the disqualification of such schools from receiving full results fees?—Very largely. But I may say that I regard oral examination and training of boys as much more useful than written training. Both are necessary for a good system of education; but if you are to dispense with either, you do less harm by dispensing with written than by dispensing with oral. We, men, have to do the business of life much more by speech than by writing. The legal profession is a talking profession; the clerical profession is a talking profession; merchants and others have to do their work much more by speech than by writing. Again, I think the power of speech and thought are much more closely linked together than the power of thought and writing. I have been astonished very much by the absolutely uneducated people in some Irish-speaking districts—they will tell you that they said such or such a thing in their own minds. Nobody heard them, but they said it to themselves in their own minds—those are the *verba mentis*—the words of the mind. Spoken words are much more intimately connected with the thought than written characters. Hence you require a considerable amount of oral teaching if you are to have a good system of education. I have before my mind now a boy, rather a distinguished exhibitioner in the Junior Grade, who came to my school for the purpose of preparing for the Middle Grade. That boy could never get through an oral questioning in the class. He thoroughly broke down before five minutes and could answer no more. Such is the effect of the Intermediate system of written examinations, and the resulting system of education in the schools. If you examine the boys who have been educated under that system you will find that though they can express themselves in writing none of them have the power of language. That is a great defect of the system, in my mind. If you have only written work and written examinations, you destroy the power of thought, and you destroy the power of expression in spoken language in the country.

1377. I think you will agree with me that some of the defects you have mentioned are necessarily inherent in the system, but the others could be modified and avoided?—Certainly.

1378. Taking the interesting account you gave of the education of the three special pupils, I am sure you will not object to my applying to that process the commonly used word "cram": is not that what you would call it?—No. According to my view there are three methods of instruction. There is, first, the true method of education, the object of which is the development of the faculties, and about which all the witnesses examined here and the Commission agree. Then there is the method I have described as used by me in the case of those three pupils, and which, for want of a better word, I shall call the "relaxative" method, because it loosens the student from all personal inward effort at self-help; and the third is what I would properly call "cramming." My idea of cramming is this: that the teacher studies the idiosyncrasies of the examiners, and teaches the boys to answer such questions as he thinks the examiners are likely to put.

1379. That is, "cramming" with a special view to the particular examiner?—Yes, that is what I understand by "cramming."

1380. That, of course, is specially objectionable; but that particular kind of cramming to suit the idiosyncrasies of examiners can be largely obviated by having a central board of examiners; but in my view the other mode of teaching, which you describe as "No 2," is also a kind of cramming?—Well, you may call it cramming. I have no objection.

1381. That is, stuffing the pupil with answers to such questions as you expect he will be asked, no matter who is the examiner. Now, you adopted that second process?—Yes, I was driven to it.

1382. The pupils ought to have been much obliged to you from one point of view; but if you had known that the examinations were to be of a different class, namely, examinations not for the purpose of testing the memory merely, but their real knowledge of the subjects, it would not have been necessary to adopt it?—I would not have adopted it.

1383. You were dealing then with vices not necessarily inherent in the system of examination, but with vices which resulted from the adoption of a faulty mode of examination?—Well, I regard them as inherent to a system of annual written examinations. They are, in my belief, absolutely inseparable from a system of written examination.

1384. Could there not be a written examination so framed as to render "cramming" impossible?—I regard it as impossible.

1385. Then you differ from Father Delany when he said he regarded written examination as the best means of testing knowledge of the classics?—I have no objection to written examinations where they are

checked and corrected by careful oral examination and inspection by which you can correct the defective teaching I have described.

1386. Rev. Dr. SALMON.—It has been already suggested that there might be a system of written examinations, corrected and checked, by having different scales of results fees according to the report of inspectors as to the teaching in the school?—Yes; I have heard that evidence given.

1387. Would such a system as that meet some of your objections?—Well, I would prefer that system to the present system; but I would not think it very satisfactory in itself.

1388. The question is whether oral examination is practicable?—I think it is not only practicable, but, in my opinion, the Board would save a great deal of money by a system of oral examination.

1389. The public at present have confidence in the impartiality of our examinations, but if we adopted a system of oral examinations, carried on by a number of inspectors, would the public, in your opinion, have confidence in the distribution of the money carried out in accordance with the reports of such inspectors?—If you had to pay results fees for every individual pupil it would, of course, be a matter of considerable difficulty, but if you follow the method that has been pointed out, of paying the results fees *in globo* because the school has acquired a certain classification, I don't see that that objection would exist at all. Suppose you have four or five classes of schools distinguished by the report of the inspectors as "excellent," "very good," "good," "indifferent," there would be a considerable span, between each class and the one next to it. For example, between "very good" and "good" there will be a considerable difference, and therefore, notwithstanding any idiosyncrasies or peculiarities between different inspectors, it would be almost impossible that they could affect the classification of the school.

1390. Your idea is that the money should be given to the schools upon a capitation grant?—Yes.

1391. That is the system at present, but would you have the grant paid upon a capitation of the number of students who, the schoolmaster said, were receiving instruction in the school, without any examination by the inspector as to whether they were really in attendance at the school or receiving a course of Intermediate instruction?—Certainly not: that would open the door to intolerable abuses, but I would have the checks of the inspector's visits, the check of the roll books of the schools, the programme of instruction given, and a return showing that the boys followed a certain line of study, and the examiners would be able to see whether there were school appliances necessary to satisfy them that the pupils were generally following the course of studies laid down.

1392. You would not require the inspectors to examine every individual pupil in the school?—Well, the system I suggested was that they should examine every pupil, not necessarily in every subject, but in some subjects in order to see whether the teaching was satisfactory or not. Suppose, for instance, you take a classical school, and regard that in such a school Latin and Greek, a portion of mathematics, English, and a modern language, are essential in such a school, the inspector might examine them possibly in every subject. If you sent down two inspectors to the school, one of them might be a mathematical or a science inspector and the other a classical. Even if the mathematical inspector did not go down, as the mathematical examination must consist chiefly of papers, the pupils might be examined by another inspector upon written papers already prepared.

1393. Suppose some of the pupils failed to pass would that affect the capitation grant?—It would, for if a certain number of pupils failed to pass it would affect the inspector's report on the teaching in the school and the classification of the school.

1394. Would you give the capitation grant on the boys that failed to pass?—The fact of a certain number of boys failing to pass would reduce the capitation grant, because it would affect the inspector's report upon the school.

1395. Would you give the grant upon over-age boys?—I would not make the amount of the capitation grant depend upon the ages of the boys. I think that would be a mistake. Take Trinity College, Dublin, for instance, would it not be an extraordinary thing if the salary of a Fellow of Trinity College was to depend upon the ages of the students in his class?

1396. In reference to that matter I was going to call attention to what Father Delany said, and which is, undoubtedly, a great fault in Ireland and tends to retard education. The parents frequently do not send children to school at an early age. In your opinion, would we not be encouraging that if we gave rewards in respect of over-age students?—I do not hold that such students should get scholarships, but with regard to this point I may mention that although the Intermediate Education system has been in operation now for twenty years, it has not had the slightest effect upon that matter in Ireland. It has had no influence upon bringing pupils in at an earlier age. For some years prior to the passing of the Intermediate Education Act, Ireland was in what may be called a prosperous condition. The prices of agricultural produce were higher for some years prior to 1878 than they have ever been since. When the Intermediate Education Act was passed we were at the close of a period of some years of prosperity for agriculture, and farmers and shopkeepers in country towns were in a comparatively prosperous condition. They then did send their children at an earlier age into schools and in larger numbers during that period. Then the Intermediate Education Act came into effect, and almost simultaneously with it agricultural prosperity began to decline, and smaller numbers of boys came into the schools, and, as a rule, at later ages, so that your rule has had no effect whatever in inducing an increase in the number of students in the schools at earlier ages. I say that from my own experience of schools in three counties in Ireland during the last twenty years.

1397. I suppose you consider that a system under which a large amount of money is expended every year in the promotion of education in Ireland will affect very much the willingness of people to come to the schools and be taught?—Certainly.

1398. Then, no matter what system of education you adopt, the principles upon which you would distribute the money must have a considerable effect?—Decidedly, and, therefore, it is that I want you to distribute the money upon a wise principle, and not upon a foolish principle. What often happens is this—that while the poor parent is trying to pay for the education of his child, the son of a man who is better off obtains an exhibition, and he is relieved of the burthen of paying for his education.

1399. Having regard to the money prizes and to the exhibitions to students, bearing in mind that it may have an injurious effect to give young people money to spend for themselves, would it not, in your opinion, be well that the money should be given on condition of their showing by certificates that they were pursuing their education?—Certainly, I think it would be much better.

1400. You talk about the encouragement given to girls' schools and the education of girls, and you seem to think that the system adopted has operated unequally upon children of different religions?—Yes.

1401. You pointed out that in your opinion Roman Catholics do not get the proper proportion of the grant; might not that be caused by the fact that insufficient attention was paid to female education in the Roman Catholic Church?—No, I don't think that at all. I can answer that question. I hold that it is because Catholics find that this system of education, encouraged by the Intermediate Board for girls, is quite

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unsuited to them. They don't appreciate teaching girls Homer and Horatian scansion, or tangents and cotangents.

1402. I am not at all sure that you are wrong on that point. I don't at all believe that the education of boys and girls should be the same. Some female educationists have very strong views as to that?—The suggestion that I made was that one or other of two things might be done, either that in the present course, which I regard as unsuitable for girls, there should be a competition between girls and boys, or else that a new programme for girls should be prepared, which would be equally acceptable to Protestant and Catholic girls; but if you adopt the latter suggestion you must remember that there is a very large number of girls' schools in the country, and it will make a serious inroad upon your funds. But with regard to the first question, in which you asked me whether the education of Catholic girls was below the mark, I would like to say something with reference to it. Though Catholic authorities were from the outset theoretically convinced of the unsuitability of the system for girls, and accordingly declined to avail themselves of it in full force, yet a considerable number of schools submitted at first to the system in a tentative way. I wrote a pamphlet in October, 1889, calling attention to this—that there at that time were only 19 Catholic schools connected with the Intermediate Education Board, and in 1880 I found there were 31 convent schools in the list that had afterwards withdrawn from the competition. These schools were the Loreto Convent of Rathfarnham, North Great George's-street, Bray, and Fermoy; the Mercy Convents of Eaggot-street, Golden Bridge; Crumlin-road, Belfast; Sussex-place, Belfast; Mount St. Vincent's, Limerick; Sligo, Kells, Carlow, Dundalk, Dungarvan, Galway, Tullamore, Enniskillen, Londonderry, Strabane, Killarney, Ballinasloe, and Rathdrum; the Presentation Convent of Lucan, Midleton, Killarney, Galway, and Kilkenny; King's Inn-street School, conducted by the Irish Sisters of Charity; Sienna Convent, Drogheda; Carrigtwohill Convent, and the French Convent, Castleknock. Now it cannot be alleged that these schools withdrew through the want of success, as we find upon that list some of the Catholic schools which won the highest honours. Of the 19 schools that continued to compete in 1889, only 5 won distinctions in that year, viz., the Loreto Convents in Navan and Stephen's-green; St. Louis', Monaghan; the Mercy Convent, Athy, and Madame de Prins' School, Limerick. I then went on to elaborate the fact that it was the schools that had won the highest number of distinctions prior to 1889 that had withdrawn from the Intermediate competition. For instance, the highest number of distinctions won by any girls' school was 17, won by Victoria College, Belfast, and the Alexandra College, and the Ladies' Collegiate School, Londonderry, each earned 11 distinctions, but the Loreto Abbey, Rathfarnham, came next in order, having won 10 distinctions, and although it had gained that honoured position it withdrew from the system. I believe it has joined the system again, but I am not sure. (Most Rev. Dr. WALSH.—Yes, it has.) I pointed out that numbers of the schools that had withdrawn from the Intermediate competitions had got distinctions. The most successful Mercy convent schools were Sligo, which won four exhibitions and prizes: Kells, which won three; and Strabane, three. Yet those schools withdrew, and the King's Inn-street school gained six distinctions; but in 1899 the Irish Sisters of Charity did not send pupils to the Intermediate examinations. I think that is a sufficient answer to your question, which implied that the education of Catholic girls had not been sufficiently attended to.

1403. I don't think it is a sufficient answer at all. All you prove there is that a certain number of Roman Catholic ladies' schools gave a good education, but they, after all were only a small minority, of the entire?—Well, I may repeat that thirty Roman Catholic schools went in and succeeded in the examinations, but they withdrew from it nevertheless, and only nineteen continued to avail of the system; and the reason that a larger number of schools did not send children to the Intermediate examinations was because Catholic opinion generally in this country was, that it was not a suitable system of education at all for girls, and I myself personally hold the strongest views upon that point. Many of those who talk about the higher education of women seem to me to think themselves wiser than the Creator, who destines the girls of a nation to be the wives and mothers of that nation. Their education should be directed towards fitting them for that great unalterable purpose, otherwise the highest interests of the human race will suffer.

1404. Rev. Dr. TODD MARTIN.—There is one point on which I wish to ask you a question. You mentioned, in the course of your evidence, the case of three boys whom you prepared for an Intermediate examination, and said that you adopted a special system of preparing them for the examination as a sort of experiment, with the result that those three boys got exhibitions, although you said that, in your own opinion, the fact of such a preparation was to injure rather than benefit them in an educational point of view. I want to know from you whether, supposing your ideal system was adopted, and your proposed arrangement for exhibitions carried out, I want to know whether such preparation as you gave those boys would be of advantage to them in competing for exhibitions under your proposed new scheme?—Well, I am afraid it would.

1405. Would not those three boys, in your opinion, have passed creditably a *viva voce* examination after your special preparation? Well, not very creditably.

1406. But, at all events, not less so than other boys of the same ability?—They would have passed it less creditably than other boys of the same ability, and even less creditably than boys of an inferior ability who had not been subjected to what I have called the relaxative treatment.

1407. I understood from you that in addition to the special preparation you gave them they were also receiving preparation in the school?—Yes, but often they were sent to do special work while the others were receiving oral instruction in the classes.

1408. Dr. BARKLEY.—In your ideal system you propose to give fees for all students over 14 years of age who are receiving education without passing a satisfying examination?—Oh, no, they must pass a a specified examination in this way—the inspector must satisfy himself by oral examination in the school that all the boys in the school are going through an Intermediate course of study.

1409. If the inspector as the result of such an examination is not satisfied that a boy is making good progress would you refuse to give results fees for that boy?—No, but the failure of such boys would modify the classification of the school, and in that way reduce the results fees on the whole of the boys who are educated in it, but once the school has been classified the Capitation Grant would be paid upon that boy as well as upon any other boy.

1410. That would go on for the entire time the boy is at the school, suppose for six years?—I have pointed out already that I would only pay three years' Capitation Grant for any boy.

1411. How would you provide for that? Suppose a boy remained at the school longer than three years, his name would be included in the school attendance, would not the Capitation Grant be paid for him as well as for the rest?—Of course you would have to take precautions to prevent that. You take precautions at present to secure that boys shall not be paid for a second time.

1412. Yes, we can do so, as we have printed lists which enable a comparison to be made?—Well, you should have the lists and make comparisons in the same way.

1413. I observe that you say in your paper that the public written examinations should be conducted in presence of such of the public as care to attend; in your opinion, would not that be attended with the danger that some students might receive help and assistance which they ought not to receive, or might not there be interference with the conduct of the examination?—The recommendation I made as to the admission of the public was merely made in reference to the provision of the Act of Parliament, which says that it should be a public examination, and I was trying to keep myself within the Act. I put it in merely for that special purpose.

1414. Would you have any objection to the Preparatory Grade if it were simply a pass examination on which results fees would be payable, and not an examination for prizes and exhibitions?—In my opinion if you were to distribute the pass certificates on written examination alone you would have very defective teaching. As long as examinations are only in writing so long you will have the pupils prepared for the purpose of passing written examinations only.

1415. You don't think that the continuance of the Preparatory Grade on those terms would do much harm?—Well, I don't want to attack the Preparatory Grade at all—the reference to it in my answer was more a historical review than anything else. I opposed it originally because I thought it would take boys away from their ordinary subjects at an early age and drive them to Latin and Greek, and that once they had taken those subjects for the Preparatory Grades they would take them for the higher grades, and thus injure the education of the country, and in my opinion it has had that effect.

1416. You spoke of having a distinct programme for girls, have you formed any idea as to what it should be?—No, I have not entered into that question at all.

1417. But suppose that such a programme, was framed, would you confine girls to that programme or would you also allow them to present themselves under the programmes applicable to boys?—I would apply the same system to girls as to boys for the oral examinations in the schools, and I would have a certain number of exhibitions and prizes for girls, to be obtained by passing the written examination just the same as for boys. Of course that would not remedy the grievance which I pointed out as between the denominations; but I regard that to expend the large sum of money that is granted for the education of girls, and to have the greater part of it going to Protestant schools, was an injustice done to Catholics by expending money on a system that Catholic girls do not want. It was for that reason that I suggested that all the conditions of examinations, standards for prizes, &c., should be identical for girls as for boys, just as in the Royal University, or else that there should be a totally distinct programme for girls which would be equally as attractive to Catholics as to Protestants.

1418. Most Rev. Dr. WALSH.—I am afraid that your lordship is hardly aware of the actual state of the case in reference to the Catholic girls, and that an unfavourable effect may be produced in the public mind by some of the evidence you have given. You have seen the report of the Intermediate Board for 1897?—Well, yes, I have been handed a copy of it, but I have not had time to read it.

1419. Kindly take it now, and you will see that the total amount paid in results fees for girls examined last year, 1897, was £12,253?—Yes.

1420. One half of that would be £6,126?—Yes.

1421. Now, the amount paid as results fees on Catholic girls—or, as I should rather put it, paid to convent schools alone—was £5 269, or in other words within £800 of half the entire amount. Does not that show that our convent schools are now doing a larger share of Intermediate work than you thought?—I thought it was only about a third, that is, between £4,000 and £5,000.

1422. It is, in fact, over £5,000, and within a few hundreds of half the total amount. May I ask you whether it is within your experience, that there is an opinion in the minds of the managers of many convent schools, that there are injurious tendencies in the Intermediate system which prevent them from encouraging their pupils to go forward for the examinations?—Yes.

1423. I believe, also, that it is held by many persons of high authority in these matters that competition is not to be encouraged among girls at the age at which many of them attend the schools?—Yes.

1424. Would not that account for the girls in our convent schools being held back from attending the examinations in larger number, having regard to the fact that the examinations are essentially competitive examinations?—Certainly.

1425. Do you think that if the system was modified in that respect, the present difficulty might be removed, and that Catholic girls, and especially girls from convent schools, would go in larger numbers for the examinations?—Well, I think if you modified the programme of examinations in that way, the trouble would be to prevent them coming in in larger numbers.

1426. There is another matter. Your lordship is, of course, aware that in our convent schools a great deal of attention is given to practical matters suited for girls, such as practical music, things which would not at all tell in the Intermediate examinations?—Yes.

1427. Practical music as distinct from the mere theory of music?—Yes; and if those practical subjects were removed from the programme of education in those schools, I have no doubt that the girls who are sent in would come off better in the examinations.

1428. And yet, with all these drawbacks, only a comparatively small number of them going in, and these from schools where a great deal of time is given to matters quite outside the range of the Intermediate examinations, they have nevertheless got nearly one-half the amount of the results fees?—Yes.

1429. Of the 154 girls' schools that received results fees in 1897, only a small minority were Catholic, or at least convent, schools—37 in all?—Yes.

1430. There was one remark made by your lordship which I fear may be somewhat misunderstood. You spoke of the children of certain humbler classes of the population who are engaged in certain trades going forward for the examinations under the present system, as if that was an objectionable thing. I presume you do not take the view that every possible facility should be given to put every class of the community in a position to take advantage of education?—Yes, certainly, I hold that every child should get an opportunity and every facility for education; but to force upon him a system of education that he does not want is, I think, a bad thing.

1431. You think it is not a suitable system for them?—Yes.

1432. Otherwise I suppose you would agree with Professor Huxley when he said that he never could regard the educational system of England as complete until there was a ladder with its lowest rung in the gutter of a London street and its topmost rung in the common room of the Fellows of All Souls' at Oxford. You agree that every possible facility should be given, when the child of humble parents is of rare intellectual ability, to that child obtaining the highest education that he is qualified to receive?—Certainly; but I am perfectly satisfied that too much importance is attached to that *rara avis*, the extraordinary clever boy. I think it a most absurd thing that any body of men who have to model a system of education for

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the entire country should model it to suit the extraordinarily clever boy, instead of framing it to suit the entire country.

1433. Except in so far as that could be done without injuring the education of the entire country?—Precisely.

1434. I believe you hold the same view with reference to preparation for the Civil Service competitions?—Yes.

1435. I would direct your Lordship's attention to a series of papers recently published by the English Education Department, one of them is a paper by Dr. Armstrong upon what has come to be known as the Heuristic principle in teaching, that is, of course, the principle of leading the pupils on to find out things for themselves. Dr. Armstrong quotes a remarkable statement bearing upon all this. It is from our great fellow-countryman, Edmund Burke:—"I am convinced that the method of teaching which approaches most nearly to the method of investigation is incomparably the best"—that really is the fundamental principle of all this modern method?—Yes.

1436. Then he continues, giving the reason, "since, not content with serving up a few barren and lifeless truths, it leads to the stock on which they grow, it tends to set the learner himself on the track of invention and to drag him into those paths in which the author has made his own discoveries"—a noteworthy statement, worthy even of Edmund Burke?—Decidedly, it is the best method of teaching.

1436A. And a fundamental objection to the entire Intermediate system, as we have it now, is that the kind of training which it encourages lies quite in the opposite direction?—Yes, that is one of my chief objections.

The witness withdrew.

The Commission adjourned until Tuesday, 17th January.

FOURTH DAY—TUESDAY, JANUARY 17TH, 1899.

Jan. 17, 1899.

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

REV. WILLIAM NICHOLAS, D.D., President, Methodist College, Belfast, examined.

1437. CHAIRMAN.—Dr. Nicholas, you are President of the Methodist College in Belfast?—Yes. Rev. William Nicholas, D.D.

1437A. And for many years you have been secretary and treasurer of the Methodist Educational Department?—Yes; that was before I was President.

1438. And for four years you have been President of the Methodist College?—Yes. Then I was a Member of the Senate of the Royal University, and secretary to the Board of Examiners of candidates and probationers for the Methodist Ministry. I have done a great deal in inspecting and examining primary schools. I might also say that the great bulk of what I am going to say to-day I submitted to a meeting of the Board of Governors of our College the other week, and all the governors who were present fully agreed with the views that I hope to express.

1439. Is what you wish to say substantially expressed in the paper you have been good enough to send in to us?—Substantially, but of course I should like to enlarge it a little.

1440. You deal very much, I think, in this paper with matters of detail?—Yes.

1441. Do you wish to express any opinion upon the larger questions involved, such as the questions of *viva voce* examination, of inspection, and of payment by results. We had better take payment by results first?—I have a suggestion here, I think, about inspection.

1442. Perhaps it will be more convenient if you will take them in your own order?—It will.

1443. Very well. What subject would you wish to take up first?—The first thing is that—in order to prevent the unfair system, pursued by some schools, of touting for pupils educated in other schools, who have distinguished themselves—a part of the exhibitions and larger prizes should be given to the colleges and schools where the pupils have been educated, the amounts thus given to be counted as school fees towards the further education of the pupils, and to be forfeited by the pupils in cases of removal to other schools, the principle being that the money should be for the purpose of enabling the boy to educate himself when the lists are published, schools see a successful pupil, and they write to him, and say—"We will take you at very low fees," or "We will take you for nothing, taking the chance of your doing well next year." I think that is a very undignified competition between educational institutions, and should be prevented. If the money were given, not so much to the parents that they might make it a money making business, or to the children to spend foolishly, but that it should be paid for their education in the future, I think that would be good sound principle.

1444. Two questions are involved in what you have stated: first, that the amount of the exhibition should not go to the student or to his parents, but that steps should be taken to ensure its expenditure upon his future education?—Yes.

1445. Secondly, you suggest that a portion of that money or the entire of it should be spent in the school in which he studied when he obtained the exhibition. You observe that that is a separate question?—Yes.

1446. And your reason for urging the latter is to prevent what you describe as the unfair system of touting for pupils educated in other schools?—Yes.

1447. Have you yourself observed that that system has been pursued?—Is it the practice for some schools to tout for the distinguished scholars at other schools?—Yes. Some cases have come under my personal observation.

1448. Do you wish to say anything more in reference to that branch of the subject?—I think not, my lord.

1449. Then your second recommendation is in reference to the Preparatory Grade?—Yes.

1450. You recommend its total abolition?—Yes; that is, as a grade in which there will be given exhibitions. I would retain it for the purpose of mere examination to qualify for going on further.

1451. And for fees to schools?—And school fees a fixed sum, and the pass made considerably easier than it is at present.

1452. We have one examination paper for both competition students and pass students. Do you consider that a good system?—I do not think it is. I would prefer either separate papers or the questions to be separate on the same paper; that is, that all the students should have to take the pass questions, and then that the honour students should take the honour questions. There is just a little difficulty about the honour students not taking the pass questions. It might so happen that a person would say, "Well, if I had had the honour paper I could have done it far easier than the pass paper." I would make every student take the pass paper, and then give the honour questions in addition. Then I also recommend extending the Senior Grade by a year; that is to give a boy a chance up to nineteen for the Senior Grade. Suppose he developed slowly, or suppose he met with some accident or sickness, or found it necessary to lie by for a year, I think I would give him a chance up to nineteen for the Senior Grade.

1453. Do you consider that he ought to be allowed at 19 to compete in the Senior Grade as distinguished from going in for a pass?—I would give him a chance. Then I would recommend the amending of Rule 75, on page 20:—"For over-age pupils the results fees shall not exceed one-half of the amount which would have been payable under Rule 74, had the pupils been of the prescribed age." I do not know

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that if the teachers have the trouble of teaching they should only get one-half of the fees.

1454. Is it your experience that there is as much trouble, if not more, in educating an over-age pupil as a pupil of the prescribed age?—Quite as much.

1455. You observe that there is a distinction between allowing full results fees for over-age pupils, and extending the limit of age of students eligible to compete?—Yes.

1456. Would not the extension to 19 of the age of competition pupils have a tendency to defer the time of their entering the university?—Yes.

1457. Is that a desirable thing?—A great many of them would not enter the university.

1458. About one-sixth, I think, is the proportion? About one-sixth only.

1459. But 19 years of age would be a very late age?—A very late age.

1460. For a student to enter the university, I believe that in this country 17 is nearer the age, is it not?—It would be a late age, but it would meet exceptional cases. I do not think the cases would be very many, but I think there are often hardships on boys that meet with sickness or something of that sort.

1461. I quite agree with you as to possible hardship and the difficulty of dealing with boys who are a little backward, but I do not quite see how, in order to meet that, it is necessary to extend the age for competition. I quite see how it might be necessary to extend the pass age, and to give full results fees upon those pupils, but you see there is a difficulty in introducing the additional year of age in the question of competition?—Yes, for exhibitions.

1462. For exhibitions?—I see that; but if the full results fees were given, and if they had the opportunity of passing, I think that would meet the case.

1463. Your next suggestion is to give larger numbers in individual subjects, so that a pupil could gain an exhibition by taking fewer subjects, but having them more fully marked than at present; in other words, you would desire a greater amount of knowledge in a fewer number of subjects?—In a fewer number of subjects, yes. I have drawn out two or three groups; they are not quite satisfactory, and, of course, would require a great deal of thought and care, but they are just suggestions. Now, the first group and the proposed marks would be, Greek, 1,400—I am taking the Junior Grade, where you require to get 6,000 marks for an exhibition. The Junior Grade Greek, 1,400; it is now 1,200. Latin, 1,400; it is now 1,200. English, 1,400; it is now 1,200; arithmetic, 600; it is now 500. Euclid, 600; algebra, 600; no change. That makes a total of 6,000. Now, that would be for one group. Then we will take another group. Latin, 1,400; English, 1,400; arithmetic, 600; Euclid, 600; algebra, 600; chemistry, 700; it is now 500; and natural philosophy, 700; it is now 500. That makes 6,000, which would be representative of another group. Then I could take as a third group, English, 1,400—this would be a commercial or modern group—English, 1,400; commercial English, 600; it is now 400—everyone who looks over the course of commercial English and considers the great difficulty of some of the books will see that 400 is quite too small a number to give for that subject—French, 800; it is now 700; commercial French, 200: German, 800; commercial German, 300—it should get a higher mark than commercial French on account of the handwriting that is required; arithmetic, 600; book-keeping, 300; shorthand, 300; and natural-philosophy, 700. That would make a very good commercial course, and would be another group of subjects, and there you have the required 6,000 marks, taking much fewer subjects than a boy has to take at present, and it prevents him taking two or three subjects simply to get marks, without thoroughly understanding the subject.

1464. In these types of groups would you suggest that the student should be limited to the subjects you have mentioned, or would you give him an option of taking another subject in addition; for instance, take your first group, which is practically a grammar school group, do you think he ought to have the option of taking a modern language?—Well, it seems a great pity to say no, and yet you see he would get more than the required 6,000 marks.

1465. Do you think that classics, English, arithmetic, a little Euclid and algebra, or Euclid, or algebra would not be consistent with a boy taking a modern language?—Taking a modern language and dropping arithmetic?

1466. No, I do not say dropping arithmetic? Is not arithmetic essential for everyone in the Junior Grade?—Yes; well say, drop algebra.

1467. Or give him the option of taking either arithmetic or algebra, and with either a modern language?—My idea would be several groups with little differences. But these are the main features of the groups—the grammar school group, and the commercial or modern group.

1468. Another matter may be worthy of consideration in your scientific group, that is group No. 2. Modern languages are now of great value in the study of natural science, are they not—are not many of the best books written in French or German?—Yes.

1469. Then it might be necessary to give them an option of taking a modern language?—Yes.

1470. Of course you are in favour of affording in each of these separate groups equal advantages both to pupil and teacher?—Yes.

1471. As regards the pupil, that there should be separate exhibitions in each group?—No competition between different groups.

1472. And, I suppose, uniform results fees in each case?—Uniform results fees, which would be just as beneficial to the school to teach the modern as to teach the grammar school course.

1473. You have made a recommendation with the view of easing the extreme competition, and your suggestion is —— ?—Before you go to that, I recommend greater encouragement to the commercial department.

1474. Yes?—Now on page 14 I would amend Rule 49—"Prizes, not exceeding £20 each, may be awarded to a limited number of students in each grade who shall have passed in the Commercial Course, and shall, upon the examination generally, be adjudged to have obtained high places, but shall have failed to obtain, or to retain, exhibitions or to obtain £50 prizes." I would put the commercial on a perfect equality with the others, and that would require the amending of that. Then it would require the abolition of the rule on page 15—"Provided further, that in the awarding of medals in English and in Modern languages account shall not be taken of the answering of a student in the commercial part of any language." That would follow.

1475. There would be a great number of alterations in the rules necessary to effectuate your purpose?—Necessarily.

1476. But if you had courses of the character you have mentioned, including the course you have called the "Modern" Course, with the results fees uniform with those in the other courses, and exhibitions awarded separately in that group, would that accomplish your object?—That would be perfectly satisfactory.

1477. Then you suggest that fewer exhibitions and large prizes should be awarded, and that a larger number and a greater variety of prizes, say, of £1, £3, £5, £10, £15, or £20, should be awarded in the various grades?—I question if £50 is not too large a prize to give. And then the drop from £50: the nineteenth boy getting £50, and the twentieth boy getting £5, or something like that: it is far too great a drop. I very much question if £40 would not be quite enough for the highest prizes, and then to give

graded prizes in proportion to the merits. A boy would prepare with willingness if he thought he could get, say £20 or £15, without the intense pressure that there is to get the £50; and then the disappointment, if he comes near getting it, and only gets £5, would be greatly lessened.

1478. Do you think we have too many exhibitions in the Junior Grade at present?—The proportion in the Junior Grade is one in ten, is it not?

1479. The proportion is the same, but the number arises from the number of those who pass in the Junior Grade?—The very large number.

1480. In other words, in that grade we go far below the brilliant boys?—Yes.

1481. Is the effect of that to increase the competition; to bring into the competition boys that are not first rate boys?—In the particular grade?

1482. Yes?—Yes, I think it is. I think I would give fewer there.

1483. Supposing these exhibitions in the Junior Grade were reduced, if we gave a larger amount of minor prizes, would not the effect of that be to induce competition amongst the students that were not the most brilliant; in other words, would it not increase the evil of competition?—I think the competition would be of a more healthy kind, and I think it would prevent the more backward boys being to a certain extent overlooked. I think the present system, at least, tends to the neglect of the slow and backward boys.

1484. I am very anxious about these dull and backward boys, but do you not think that by making the examination more of a normal character you would be able to provide for the dull and backward boys better than by increasing the number of prizes? You could hardly expect that a dull or backward boy would obtain a prize?—No; but still there are boys that are a little better than what you would call "dull," and the encouragement of getting a small prize would be very considerable.

1485. That brings me to the subject of the examination papers. Of course, you have often considered these; you have told me you have often considered these examination papers. Do you think the character of the questions too difficult for pass boys?—I think that in a great many cases examiners give conundrums; they do not give perfectly fair questions, straight questions, and there is an unevenness in the standard of difficulty from year to year. There should be more of the element of permanency about the examiners, and there are some questions which I do not think ought to be put. I know that time after time my attention has been directed to particular questions that were simply absurd.

1486. Do you think that for pass boys and upon a pass paper the generality of the questions should be directed to the general knowledge of the subject-matter under consideration as distinct from exceptions or abnormalities in it?—Yes. Of course the exceptions ought not to be overlooked.

1487. Of course not. But when you come to the niceties and difficulties of the matter, that is more a matter for honour boys?—It is more a matter for honour boys. Then I think it would be a very good thing if it could be managed that the same examiner should mark all the answers in one particular subject. Supposing you have Latin composition, and supposing you have Mr. A, Mr. B, and Mr. C marking the same. Now, Mr. A may be very fastidious and he may be very difficult to please; Mr. B may be perfectly satisfied with a Latin composition that expresses the thing, not minding the elegance of the language at all; and the result is that the boy who happens to get marked by Mr. B. gets a far higher mark, perhaps 50 per cent. more than he would have got if the same paper had been marked by Mr. A. I do not think that is at all a fair thing.

1488. You are aware that our examiners, before they commence to mark, compare with each other the marks that they will give in certain contingencies, in order to arrive at a uniform system of marking. Were you aware of that?—But how would they do that in the matter of Latin composition?

1489. It is extremely difficult in Latin composition; I do not see how it can be done as to any composition; but were you aware, as a matter of fact, that in many subjects that course is adopted by our examiners?—I did not know.

1490. Well, it is. But, notwithstanding that, of course there always is the element of the personal equation; that is a matter which, unless the papers are marked by one examiner, cannot be lost sight of. I would suggest this to you—that if the papers were divided into competition papers and pass papers, the competition papers might be marked by one examiner—which is impossible at present, where the papers of all the students must be taken into consideration in the competition—do you follow me?—I do.

1491. The same necessity would not arise in that case in reference to the papers of the pass students, is that not so?—Yes.

1492. For instance, the head examiner, a gentleman of great experience, could have in reference to pass papers the benefit of an assistant examiner, and he might give a direction that the paper of any boy that came within a certain percentage of "pass," say 10 per cent. or 20 per cent., should be submitted to him, so that he personally would have to consider that limited number of the pass papers; and the papers of all the boys who clearly passed in the opinion of the assistant examiner would not come before the head examiner at all?—I think that would meet the difficulty to a very large extent.

1493. But however the difficulty is to be met, you are strongly of opinion that in the case of competition all the papers should be examined by the same individual?—But the one individual.

1494. Would you be in favour of our having a small permanent board of examiners, who could from time to time be assisted by others?—If not a permanent board, a board appointed for a considerable time.

1495. Of course, you would wish that some new blood was often introduced?—Yes.

1496. Because if not, the system might become a stereotyped one?—It might. But still there is not enough of the permanent element at present.

1497. There is no permanent element at present. The practice is to have an examiner only for two years in immediate succession?—Yes; there is another point, that sometimes an examiner goes outside the prescribed course, and in the questions uses words that are not in any of the books, say a perfectly brand new term that has just come out, and which the pupil has never heard, and is therefore puzzled; he knows the thing that is meant by the term, but he does not know the term. I think that that is a very unfair thing; that occasionally happens.

1498. The only suggestion you can make as to avoiding matters of that description is that we should have more permanence amongst our examiners?—Much more permanence.

1499. You recommend that there should be an official inspection of schools as to necessary space, ventilation, light, school requisites, and sanitary arrangements?—Yes, I think the inspection is very important. There are schools, I am told, where the arrangements are very bad. Now, a great deal of the future health of a pupil will depend on the sort of desk he has, keeping himself in proper position: he may get disease of the spine from having to sit improperly, his eyes may be injured by not having sufficient light coming on his book, and his general health may suffer by not having sufficient cubic space, not having air enough. I think the inspection should

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be carried on, and it should be a very vigorous inspection. I think, then, that the inspection should go further, and look into matters like the time-table, methods of teaching, methods of discipline, the punishments that are enforced, and if the school is not really an efficient school, reported efficient by a competent examiner, I do not think the Board ought to permit pupils from that school to be presented.

1500. They should so mould their definition of a school that that school would not, in that event, be entitled to results fees?—Yes, I think that rule—I think it is Rule 73, giving results fees where there are ten on an average attendance—that measures ten of all the grades.

1501. I am afraid that rule is so general that it is not even confined to students within the Intermediate grades?—Yes.

1502. How do you propose it should be altered?—I should say not less than a much larger number, say ten in each grade, and that would bring down the minimum, as we have at present four grades, to forty. You cannot have an efficient school, apparatus, proper staff, and all the necessary appliances, with a small school.

1503. And that no school should be entitled to get results fees unless they had ten students in the Senior Grade?—Well, I would not put it necessarily that way. I would say forty who were going in for the Intermediate.

1504. Now, as to Inspection. As pupils of day schools as well as of boarding schools present themselves for examination under the scheme, would you restrict the inspection of the school to class-rooms and rooms used by day pupils as well as boarding pupils; or would you require inspection of the dormitories?—I do not see that any harm could come from inspecting the dormitories.

1505. Would it not be going a little beyond what was necessary?—It might be going beyond what was necessary; I do not think it would be necessary. But in a good, well-managed school—it will have the tendency to help good schools, and to let the badly-managed ones and the improperly furnished ones to die out.

1506. At the same time, it might have a tendency to throw a greater onus upon a boarding school than upon a day school?—Yes; I do not think it would be at all necessary to inspect the boarding department.

1507. You have stated that you think the inspection ought to extend to ascertaining the mode of teaching. How would you propose that that should be effected—by hearing a class taught?—By hearing a class taught.

1508. You would not extend it to the examining of pupils by the inspector, or would you?—I do not see how it could be done. If it could be done I think it would be a very desirable thing, but I do not see what plan you could adopt to do it.

1509. In reference to the question of results fees, which would you prefer, our present general examination or to have our general examination restricted to competition students, and have the pass students examined with the schools?—I think, on the whole, I would be rather in favour of the general examination.

1510. We have had some evidence here to the effect that this system interferes with the individuality of the teacher and his modes of teaching, and a suggestion has been made that if each school could be examined upon its own programme which had previously been approved of by the Board, a teacher would have more scope for his educational faculties. What is your view on that question?—I think too much individualism would be undesirable. The present system likely gives too little; I would give a little more to the head master, but I would not give too much to the assistant masters.

1511. It is entirely the head master that I mean—the master who has control of the whole school—the president of the school. Would you desire more power as to directing the mode of instruction of the pupils in your school than you have at present?—Well, I think a little more might be given with advantage. At the same time it does not appear to me to be a very crying evil.

1512. How would you propose to do that? I do not just see myself at present how greater freedom could be given to the presidents or heads of schools by any alteration in our rules, provided this present system prevails?—I see great difficulty, because if you have an annual examination, of course, you will require pretty much the same text books to be taught in all the schools. It is not one of the points I brought forward, and it is not at all a point I wish to press.

1513. Would you be in favour, for instance, of having alternative text-books? Take the case, now, of classical languages?—Yes.

1514. Would you think that there ought to be alternative books?—Do you mean learn one book one year and another the next?

1515. No. Let the student take either one book or another; either Cæsar or Sallust, or Sallust's "Jugurtha" or Sallust's "Catiline." You have not thought that subject out?—No.

1516. I see that you state that no school should be permitted to present pupils for the Intermediate examinations unless the teacher or teachers have a university degree or hold such diplomas or certificates as shall be satisfactory to the Intermediate Board? Now you observe that there we get on rather thorny ground? You observe how nearly we are approaching the university question which we are all anxious to keep clear of in this Intermediate Board?—Yes.

1517. You are aware that a Bill was brought in by the Duke of Devonshire last Session in reference to the registration of teachers?—Yes.

1518. Now the extension of a Bill of that sort to Ireland or any corresponding Bill, would have the effect of guaranteeing the efficiency of teachers?—Yes.

1519. Do you not think that that subject is rather outside the purview of our inquiry? It is a very large question, and upon which the judgment of Parliament would naturally have to be asked? You know the universities are now giving diplomas in teaching?—Yes, certainly. I think it would be a very reasonable thing for the Board to require that every Intermediate school should have a really competent staff because persons teach and get results fees from the Board who have never studied methods of instruction, and can really do nothing more than cram the pupils, and get the fees without properly teaching them.

1521. But then comes the question of how is the efficiency of the teacher to be tested?—Well, a university degree is one test, and the diploma in education given by either of the universities in Ireland would be another test.

1522. You observe that would depend entirely upon the action of the universities?—Yes.

1523. Now, I quite agree with you that it would be a very satisfactory test if there were universities of which all the classes in Ireland approved, and to which they were willing to send their children; but you observe that that would at once introduce this university question into this discussion, and then—the Deluge!—Yes, I quite see that?

1524. You are also of opinion that there ought to be an enlargement of our Board, and that there should be the appointment of at least one Methodist representative?—Yes, my lord. You see, the Methodist Church has done a great deal in connection with this Intermediate Education. We have two very large Methodist schools, the Methodist College in

Belfast, and Wesley College in Dublin, and a number of small schools through the country, and a very large number of our people send their children to different Intermediate schools. We have a representative on the National Board, we have one on the Senate of the Royal University, and it has been admitted by the Government that we have a distinct separate interest in educational matters, and I cannot see any reason why we should not have a representative on the Intermediate Board. Suppose as it has been said that our numbers would not warrant our having one out of seven—well, the remedy for that would be simply to enlarge the Board. If you had a larger Board, well then we would have a right to one; say one out of ten.

1525. I think I have asked you as to all the matters mentioned in your written paper. Is there anything else you wish to refer to?—That last point is the point that, I suppose, on the whole, I am most anxious about. I would be very glad if the Commissioners could make some distinct recommendation, because it appears to me to be a very decided grievance that we labour under —not having a representative on the Board. Then there is just a suggestion I would make about girls. I think needlework might form a portion of the course for girls. One of the charges against the Intermediate system is, that it gives girls brain work, and leads them to neglect useful family accomplishments, and it would be as easy to examine in needlework as in drawing. That is the only other suggestion I would make.

1526. In reference to your last suggestion, would you approve of having a separate course for girls; the introduction of needlework in itself would make a distinction in the course?—You see, at present, girls only learn domestic economy; at present girls have some separate subjects.

1527. I do not mention it as an objection to your suggestion; I want you to develop it a little. Do you think it desirable that we should have for girls a separate programme which would be more suited to the education of young ladies in Ireland in general than is the programme provided for male students?—I think it would be.

1528. Are you also of opinion that if they wished they should be at liberty to compete in the other courses with the boys?—I would not take away that liberty.

1529. For instance, a young lady who intends to adopt the profession of education, might take the grammar school course, and in that way would be at liberty to compete with the male students?—I would certainly give them the opportunity to have a separate course for themselves.

1530. Mr. Justice MADDEN.—I observe you lay great stress upon the official inspection as a safeguard to the health of pupils. In connection with that subject I wish to correct a false impression that seems to prevail to a certain extent. I read a letter in the public press from a high authority on the subject, calling attention to the injurious effect upon eyesight and upon health resulting from the overstrain of examinations. The eminent writer of that letter was under the impression that it was not one of the subjects into which we are inquiring. It is well that it should be understood that that is not so. The subject ranges under the head of inspection. It is well that the attention of those who are interested in the subject should be called to the fact that the effect of overstrain on the health and on the eyesight is one of the subjects into which we are inquiring, and that it ranges under the head of inspection. You would agree that it would be impossible to provide efficient protection by any system of public examinations in those respects?—Yes.

1531. You would hardly introduce calisthenics and athletics as subjects of public examination?—No, inspection.

1532. Inspection is the only safeguard?—The only safeguard.

1533. Inspection might be directed to hours of recreation, the provision of suitable school games, as well as to the sanitary arrangements of the buildings, and the matters to which you have called particular attention—cubic space, light, the arrangement of desks, and so forth?—Yes.

1534. You have had considerable experience both before and after the introduction of the Intermediate system of education? You had experience of Intermediate education in Ireland before the introduction of the present system under the Act of 1878?—Yes.

1535. You have given us valuable suggestions about certain defects in the system. Would you give the Commission your opinion generally as to the effect of the system introduced under the Act of 1878 upon Intermediate education in Ireland, whether it has tended in the direction of improvement or otherwise?—On the whole, I believe it has made a very great improvement.

1536. On the whole?—On the whole, a very great improvement, and I think it is quite an astonishing thing that an experiment of the kind has been carried out so as to secure the confidence of the country. It is a wonderful thing to me that there has not been charges of partiality brought against the Board. The system has the confidence of the country and has done a great deal of good, and I believe, as the result of this Commission, that it will do more good in the future. It is not a perfect system, but it is a very good system.

1537. It may be described as somewhat of a tentative system in its inception?—Yes.

1538. And the time has now come for correcting any errors in the system?—Yes.

1539. Do you attribute its beneficial results, and the perfect confidence of the public in the absolute impartiality of the system, largely or to any extent to the circumstance that it is based and founded on a public examination?—I think that that helps to give confidence—that it is a public written examination. I would be afraid of the oral examination, although exceedingly desirable. Well, it would be scarcely possible to manage it so as to secure perfect confidence in the impartiality of the oral examiners.

1540. Then, as I understand, you look upon inspection rather as a useful check upon public examinations than as a desirable substitute?—Yes.

1541. Now, there is one other question with reference to a matter of detail, but of importance, with reference to the pass and honour questions. Supposing the pass and honour students were present and examined at the same examination; if the papers were separated either by having separate questions or by dividing one paper into pass and honour questions, would there not be a difficulty in expecting the honour candidates to answer the whole paper. If the pass paper would occupy the pass students for the two hours, and if the honour students were required not only to apply themselves to the honour questions, which, of course, might also be so framed as to occupy two hours, but to the pass questions too, would there not be a difficulty there?—There would. You would have to give the honour students practically another examination.

1542. That is what I want to ascertain?—Yes, quite so, practically.

1543. Would there be any difficulty in allowing the student to make his choice between the pass paper and the honour paper, to declare himself, "I am a pass student; I take the pass paper," or "I am an honour student; I take the honour paper"?—If the examiners framed the different papers so that there was a very marked distinction between the two——

1544. That I contemplate?—That would take away a great deal of the difficulty but I have often heard

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students saying that the honour examination was really simpler than what they had to pass.

1545. That would be a defect in administration?—It would; so much depends upon the wisdom of the examiners.

1546. That might be largely met by your suggestion of a central board of examiners?—Yes.

1547. Rev. Dr. SALMON.—I do not want to go into matters of detail much with you, but what you said just now brings up that question about holding examinations. For instance, you say that girls should be examined in needlework as they are in drawing. Well, the drawing is all done under the inspection of the superintendent of the examination at the moment, and he can see that it is done by the girl who produces it. How would you examine the needlework?—In much the same way.

1548. How?—Well, by having it done in the presence of inspectors or examiners.

1549. At a public examination?—At a public examination.

1550. Well, I am sure, I do not know whether it is practicable or not. You understand the difficulty about oral examination; for instance, you say the marks in chemistry and natural philosophy should be increased. The difficulty about that has always been that experts tell us that it is not possible to give such an examination as would deserve an increase of marks if there were no opportunity of oral communication with the candidates, presenting specimens to them, and so on?—Yes; I see the difficulty, and the extreme desirability of having oral examination; but I do not see how the difficulty is to be overcome.

1551. Certainly not, if the oral examinations were to be public examinations I am afraid that is a very great difficulty?—A very great difficulty.

1552. And if there were private examinations would they command the same confidence?—I don't think they would.

1553. There is only one small point that you mentioned about having all the papers marked by the same examiner. It was a thing I contended for very strongly at first, but I had to give it up on account of the increase of numbers. There is a great clamour if the result of the examination is not announced within a moderate time. With the increase of the number that a single examiner has to examine the delay must be greater and greater, and perhaps his own sense of perception may be very much dulled in the course of his examination?—Yes.

1554. A hint was thrown out that by separating the competitive papers from the pass papers it might be reduced, but I am afraid that even so the number of honour papers would be more than could be marked by a single examiner in any limited time?—Yes. But to secure perfect fairness all round you would think the same man ought to do it. It would be very desirable, but is it practicable?

1555. O'CONOR DON.—I understand from your answer to Mr. Justice Madden that you were not in favour of substituting payment by inspection for payment by examination; is that so?—Yes.

1556. Do you hold that view universally, that no payment could be made upon inspection?—I would have the inspection having a certain influence on the payment—not basing the payment on inspection, but that the report of the inspection might diminish the results fees, or, in some cases, might abolish them altogether, but not to substitute the one system for the other.

1557. You consider that it would be absolutely necessary to have the payments that are actually made dependent upon the results of the examination?—Upon the results of the examination, and the inspection to have a very important and considerable influence.

1558. Mr. Justice MADDEN.—As a check?—A check

1559. O'CONOR DON.—I understood you also to state that you considered that competition between boys was, to a certain extent, injurious. Do you consider competition in itself objectionable?—Well, as an academic discussion, I am not sure that you could say it was altogether objectionable, but I think there is an unhealthy competition when you force children in of too early years to fiercely compete for considerable prizes, that you introduce them too early to the struggle of life.

1560. That objection, therefore, refers mainly to the Preparatory Grade?—To the Preparatory Grade, yes; and then I would modify by the division of the prizes the extreme competition in the other grades.

1561. In what way?—By a sliding scale. Supposing a boy feels that if he misses getting a very high prize he will still get a pretty fair one, there is not the same eagerness.

1562. There is not the same gap between the one and the other?—Yes.

1563. That is the only way you would suggest to modify this competition in the higher grade?—Yes, in the higher grade.

1564. Rev. Dr. TODD MARTIN.—The first point you brought before the Commission was with regard to the carrying away of successful students from one school to another. I did not quite see how your remedy would meet the evil?—Suppose that here is a boy who has done very well, got an exhibition. Another school writes to him or to his parents and says, "We will take your son—we will take him free," or "We will take him at a great reduction." He goes away. I would have the exhibition that he has won, or at least a part of it, given to the school that trained him up to get that exhibition.

1565. How would that prevent a school that wants a promising pupil from pursuing him all the same?—It would prevent the injury to the school that loses him, and if the boy knew that he would not be so ready to go.

1566. Perhaps he might feel more free to go?—Well, from the point of view of the school that had the trouble of training him up to that particular point it would be a safety there for the school, but I think the chances are that he would likely remain at it.

1567. Take the case for instance, of a boy who shows special talent in mathematics in a small country school. He feels that the mathematical teaching there is not equal to what he could get elsewhere. He goes elsewhere and becomes senior wrangler. How would your remedy touch that case?—I do not say that it would absolutely keep him at the school, because there might be cases where it would be desirable for him to leave the school. But it would prevent the injury to the school, resulting from his going; the school would have a certain—if you might use the expression—vested interest in the exhibition that he would gain.

1568. I see, that the school would be helped?—And, of course, helping schools and keeping schools in efficient order is a most important thing for the education of the country, because if you have not good schools you cannot have good education.

1569. My difficulty was that it did not prevent a touting schoolmaster from looking out for such pupils?—It does not absolutely prevent it, but it diminishes it to a very large extent.

1570. With regard to pass and honour papers, in practical experience is there any difficulty in having the same paper for the pass and honour students, the paper being composed of pass questions from No. 1 onward to a certain part, and more difficult questions for the remainder?—That is the system I have recommended.

1571. That is the system you recommend?—Yes.

1572. Not to have two papers?—Not to have two papers.

1573. Would there be difficulty in two papers; would it be difficult to divide the pass and honour

papers amongst the students?—I think it would, I prefer the other system.

1574. Has your attention been called to this fact, that suppose you require an option before the student enrols his name, an option in one subject, it might do that student a serious injury if he is competing under the present arrangement for an exhibition; that is to say, he may be so many marks above a mere pass that he will have five, or ten, or twenty marks, just what would distinguish him from someone else?—I do not quite follow your point.

1575. Suppose you take one of your students who is clever in classics, moderate in modern languages, rather imperfect in mathematics, and you give him the choice of honour papers or pass, he may be in doubt whether he should take an honour or a pass in French, honour or pass in some part of mathematics; that choice of his, it may be, loses him an exhibition—that is, if he chose a pass paper?—Yes, of course, it may; but it is just one of the things where our actions always influence the future—the sense of responsibility.

1576. Take another point of view. Pupils in your school, of course, would consult their teachers as to whether they should go in for pass or honours; would it not greatly add to the anxiety of the teachers before the examination to have to advise the pupils in that way?—I think the teachers would be able in 99 cases out of 100 to give them very sound advice, and would probably be right. Teachers can generally form a very good opinion as to what a boy can do. In fact, I think the mistakes boys make are more when they act on their own responsibility without consulting the teacher.

1577. I was not thinking of the difficulty the boy may be placed in, but of the trouble the teachers would have?—I think it is a trouble they would be willing to take.

1578. I do not suppose that you have gone very carefully into the grouping of subjects?—No.

1579. Then I will pass that by. In regard to these groups, if an arrangement of that kind was made would you give one results fee on each group, or would you give the results fees for passing in particular subjects as at present?—I think one results fee on the group.

1580. On the group?—Yes.

1581. Whether the pupils take all the subjects in the group or not?—Or not.

1582. In regard to the dull boys, do you think there is, at present in Intermediate schools, any wilful neglect of dull boys?—Oh, I do not think there is a wilful neglect, but I think the tendency of the system is to cause a sort of unconscious neglect of them. I do not think any teacher would wilfully and deliberately say, "This is a dull boy; I cannot make anything out of him; I will neglect him," but he is so impressed to attend to the smart boy, who will pay well, that unconsciously to himself he pays more attention to the smart boy, and less to the dull boy.

1583. Is it not so that in a school which is full of life and vigour, a dull boy gains an advantage from the increased life and vigour of the work of the school?—Certainly he does; that is the advantage of having good schools.

1584. Is it not a charge against English grammar schools that the dull boy is neglected?—It is a charge against all schools as far as my experience goes.

1585. I noticed in reading Edward Thring's life that he charged the great schools in England with the most culpable neglect of the average boy?—Yes. Well, we got an average boy a short time ago from an English school, and he said he was absolutely neglected, and as far as we could make out from his examination he was saying what was quite true. But I suppose that is a sort of thing that might happen in any school; if a boy likes to neglect and scheme he could do it.

1586. I gather that you would prefer the present system of distributing results fees by a common examination which was a written examination and not a distribution of fees by inspection of the individual schools?—Yes, I would not like to substitute the one system for the other, but I would supplement the one system by the other. I think inspection is an absolute necessity.

1587. Do I understand rightly that you would attach a sanction to the inspection to make it effective by giving the inspector or the Board a power of penalty?—Yes, I would. I would make the inspection a real inspection, not a thing that the teacher would not care about.

1588. In your experience does the present system in itself interfere with the freedom of the head of the school in arranging the subjects a boy should take?—That is a thing I can hardly answer, because you see that is under the control of our head master, and, as far as I know his mind, I do not think he feels any very great inconvenience, and in a great many schools I am sure it is an advantage to have the programme made for them, and in many schools I have no doubt whatever that the programme of the Board would be better than the programme the teacher would make for himself.

1589. You would not recognise as a school a school that had not forty Intermediate pupils in attendance?—No.

1590. How do you propose, then, to meet a very important class, professional men and others, living in country districts, not rich enough to send their boys to a boarding establishment, anxious to keep them at home, and who can, under your arrangement, have no school within any reasonable distance?—You can send children to boarding schools now at such reasonable terms, that very few people would not be able to afford it, especially if the boy is at all smart; he could work his way through, and pay for his own education—the Intermediate helps him there.

1591. By his exhibitions?—By his exhibitions, and a great many schools give scholarships in cases of that kind, where there is a smart boy. I do not think any substantial injury would be done to persons throughout the country.

1592. Then you would regard the disappearing of small but efficient schools as no considerable loss to education?—I very much question if it would not be a gain to education. The establishment of good, well-equipped schools would do far more good.

1593. Yes, but they would not interfere with the well-equipped school; they would probably help them by feeding them?—Yes, that is what I mean—the shutting up of small ones would help the good ones.

1594. I mean that keeping open the small ones is very likely to feed the larger ones?—I am not so sure of that.

1595. Dr. Barkley.—As regards that system you propose of giving part of the exhibition to the school from which a boy is removed, it would be a fine upon a parent who desires to send his boy or girl to a better school than they are already at, or who may, owing to change of residence, find it convenient to send them to some other school, where there has been no interference with the boy whatever?—Yes. I can see that difficulty. But what was in my mind was the case of boarders at boarding schools, not so much in the case of lay pupils.

1596. Then would you be anxious to make the same rule applicable to day pupils?—Well, I would be anxious to make it, but I can see a difficulty in the point you raise. I should say there would be some way of meeting the difficulty although one cannot just see it at the moment. I think the general principle of making money earned under the education system go to educational purposes is a sound principle, and that it should be carried out as far as possible.

1597. You are aware that many parents have an objection to sending boys to boarding schools under the age of thirteen or fourteen, or girls under fifteen or sixteen. Is it not an advantage to them to be able

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to get education for those boys or girls nearer their own homes?—Yes, but it is a greater advantage to boys and girls to go to a good boarding school earlier.

1598. How, when they are under home influences? Parents object to part with them when they are very young; do you think they are better at a boarding school than when under home influences?—Yes; up to a certain age home influence is very beneficial in many cases, but the school influence is exceedingly beneficial, too. I think parents make a mistake in keeping the children too long at home in very many cases.

1599. In making this proposal as to exhibitions, do you mean it to refer to the first year only, or to the case of an exhibition retained from one grade up to the higher grades; or do you think it should apply in the higher grades also?—I should apply it in all grades except the final of the Senior Grade. You could not apply it there; it would be in the nature of a fine. And then a boy getting a Senior Grade exhibition in his last year, it helps him to go into the university.

1600. I mean, if a boy retained a Junior Grade exhibition in the Middle and Senior Grades, when he has left the first school at the Junior Grade would you make it run all through the three grades?—I would make it then: supposing he left at the end of a certain year, the school that trained him up for that exhibition should get a portion of the exhibition. Then, if he went another year to another school, and got an exhibition or retained an exhibition, that particular school, for the succeeding year, should get a portion of it.

1601. I gather that you are, on the whole, in favour of continuing the present system of allowing exhibitions to be retained from the Junior Grade up to the higher grades?—Well, on the whole, yes, although making the exhibition for one year has, I think, a great deal to recommend it. But, on the whole, the system of retaining exhibitions is perhaps best.

1602. We have had returns of the pupils, roughly speaking, from the age of about 11 up to 18 or 19, or more, from almost 200 schools. A very large number of those schools have very much less than forty pupils, and some of them have distinguished themselves very considerably. For instance, there are two schools with a very small number of pupils, each of which got two exhibitions for girls in 1898, in the Middle Grade. If you would propose to exclude all schools with less than forty Intermediate pupils you would, apparently, extinguish those schools that have been doing well?—Yes; but if the pupils had been at larger schools they might have done better.

1603. When you find that a girl from Galway, for instance, is second in her grade, do you think she would have benefited very greatly by being removed to Belfast or Dublin?—As far as passing the examination is concerned probably not, but in other respects she might have been benefited. I think there is a culture in a large, well-conducted school that you cannot tabulate in a written examination. I think pupils often get a great deal of their education, if they are in a good school, which better qualifies them for the struggle of life, which they cannot put down in answer to written questions. I would not take the answering of written questions as the sole test of what a boy or girl can do.

1604. Rev. Dr. Todd Martin.—You consider the extinction of schools like that of Galway a wise policy?—I do not know the Galway school at all, and I do not know about the limit of just forty. It is more a principle to encourage the large schools where you can have everything done in good style, where you can have good school-houses and all the necessary appliances, that is the right principle—not small schools where things cannot be done properly, and where you have a poor staff.

1604a. Dr. Barkley.—You think you cannot possibly have a good staff in a small school?—I think that is the right principle to go on.

1605. If a small school has a small staff this may be somewhat compensated for by the school limiting itself to one of the three sides that you propose; for instance, to the classical side or the modern side, and not taking the science course at all?—Yes, that is quite true, it can make up in concentration what it lacks in other respects. But notwithstanding that, I do not think the multiplication of small schools is for the good of the country.

1606. And do you think that all large schools are well-conducted?—Well, I can only speak of those I know.

1606a. Most Rev. Dr. Walsh.—I do not quite understand or follow your remedy for the evil which you describe as touting. Your suggestion is that the money which at present is given to the pupil in the form of a prize, should go rather to the school in which he is educated. May it not be that that would rather encourage the touting system? At present a school that touts for a boy has nothing to look forward to but the results fees that have to be earned through that boy; under your system it would also be able to look forward to the exhibitions or prizes that the boy would gain, which would seem to me to tend rather to encourage than to discourage touting?—Well, you see, the way the thing is done at present is this—supposing a boy passes, his name is published as having done exceedingly well in a certain grade. Some person connected with another school writes to him, or to his parents, and says, "If you send your son to us we will take him free on the chance of his getting an exhibition, and he can be paid for out of that exhibition." Well, the boy leaves the school at which he has been trained up, and that brought him to that point of perfection where he got the exhibition, and it seems to me, in fairness, that the school should get a considerable portion of that exhibition to pay for his schooling for the next year.

1607. Why not give it to the school to pay for the work that the school has actually done in the past year?—Because it seems to me that the parent or the guardian ought to pay for the schooling as it goes on, up to a certain point, and then the Intermediate school comes and helps for the future.

1608. Then your idea is that these large prizes should be made available for the future of the boys?—Yes, that a boy should work his way through.

1609. And that there should be some sort of compulsion or security that the money should be expended in that way?—Certainly.

1610. Do you propose that the prizes given in this way should be such as would enable a boy to go to a boarding school?—Well, that would enable him to pay a very considerable sum towards his maintenance at a boarding school.

1611. My reason for putting that question is that I understood you to say you would exempt boarding schools, as regards their domestic or boarding arrangements, from the inspection which you consider desirable?—Yes.

1612. Would it not seem very unsatisfactory to send boys, through these grants of public money, to schools which, in this most important respect, were to be exempt from inspection?—Well, whilst I said that I did not press for the boarding department to be inspected, I did not object to it.

1613. But then, on the other hand, do you think that any system of inspecting boarding departments could possibly work? It would at once put boarding schools at a disadvantage as compared with day schools. I understand your view to be that penal consequences should attach to an unfavourable report from the inspector. Now, as I understand your further explanation, you would subject one class of schools to that penal consequence, and exempt another class of schools from it altogether. You would give the day school its results fees as it earned them on the examination, but you would leave the boarding school liable to deduction from

these fees if its dormitories were not in a condition to satisfy the inspector. That may be a very desirable thing to require from a boarding school, but how do you propose to make your plan work fairly as between the two classes of schools?—Well, if you apply inspection to the day school—you have a boarding department in connection with the day school——

1614. You may, or may not?—If you have a boarding department altogether separate——

1615. You may have a day school altogether apart from a boarding school?—Well, then you examine the boarding school; there is an inspection of it, and the report of that inspection has considerable influence with the Board, and will interfere with the amount of results fees.

1616. In the boarding school?—In the day school.

1617. Let me put it in this way—take the case of two schools, one of which is an ordinary day school, and the other is what is commonly understood by the name of boarding school—that is, a school in which the boys are not only taught during the day school hours, but live there, take their meals there, and sleep there at night. Let us suppose, for the sake of illustration, that these two schools fulfil the test of examination as regards teaching work in exactly the same way, and that on the same number of boys the day school is entitled to receive, so far, a £100 grant, and that the boarding school is entitled to receive, so far, a £100 grant. On what principle would you justify a system which would deprive the boarding school of a portion of that £100 because it has something which the day school has not?—Your point is not to inspect the boarding school?

1618. Not at all; I am putting forward no point; I am simply anxious to ascertain how your system could be worked fairly. It is very easy to object to the Intermediate system as it is, but we have to see whether the suggestions made by way of improvement may not themselves be open to objections?—I do not altogether see how that would interfere with the value of inspection.

1619. Mr. Justice MADDEN.—You would inspect both?—I would inspect both if necessary.

1620. Most Rev. Dr. WALSH.—And you would penalise the boarding school, whereas there is no possibility of inflicting a similar penalty upon the day school?—Because the day school has not a boarding department. Obviously you could not inspect the boarding department of a day school pure and simple.

1621. Your system does then, I take it, contemplate that inequality as between the two classes of schools?—It is an inequality of nature—an inequality that exists in actual fact.

1622. And your system does not provide for the removal of it?—I do not see how you can remove it.

1623. At all events you do not offer any provision for the removal of it?—I do not.

1624. Passing to another subject, you say that oral examination is a thing that is very desirable?—Yes.

1625. You are satisfied, I am sure, that you have given us a much better idea of your views from the interesting series of conversations we have had with you to-day than you gave us even in the carefully prepared paper which you sent to us. You consider that, in the same way, a schoolboy gets a much better opportunity of showing what is in him when he is orally examined by a competent examiner than by any amount of written examinations?—Yes.

1626. I understood you to say you do not think it is possible to have a system of oral examinations under our present system?—That is just the exact difficulty.

1627. You regard it as a great difficulty?—I regard it as a difficulty almost amounting to an impossibility.

1628. You also regard it as a difficulty in our system—or an objection to it as far as it goes—that we have no provision for oral examination?—I think it is a great pity, because not only does oral examination enable you to find out what is in a boy, but it is quite possible for a boy to answer, in a written examination, without really having understood the question; whereas you find out, by the oral examination, that the boy really does not know so well as you had thought he did from the written examination.

1629. Where does the difficulty come in? If oral examination is so very desirable, we ought to strive in every way to devise means of holding such an examination. You think it is not possible?—Well, I have not heard of any proposal that seems to meet with the concurrence and confidence of people generally, but I would be very sorry to limit the inventive faculty of the Commission, and if the Commission could devise some means of that sort it would be a very splendid thing, and would solve a very difficult problem.

1630. We rely very much on the help we get from the heads of schools in these matters?—I have thought a great deal about it, and I have talked a great deal about it, but I am sorry to say I cannot help you out.

1631. Your speaking of it in this way shows the great importance you attach to it?—Yes.

1632. In reference to the system of results fees, which you know underlies our whole system as laid down in the Act of Parliament, do you consider that a system based upon results fees is, in itself, a desirable system from the educational point of view. Suppose there was no Act of Parliament in existence, and you had your choice between two systems, one of which would give a school a grant in proportion to the way that it was doing its work as a school, taking into account its school appliances, the efficiency of its staff, the intelligence shown by the staff in the management of their classes—taking all this on the one hand, and taking on the other a system which leads the school to devote its energies to passing each individual pupil at a certain examination, which do you think the better from the educational point of view?—From the educational point of view I would think the first the better: but considering the state of affairs in the country——

1633. I merely ask you what you regard as the ideal system?—I would regard the first as the ideal system, but I do not think it would be practicable.

1634. In reference to the question of interference with the individuality of the teacher, I understood you to say that you think there is an undue interference with the individuality of a good schoolmaster under the present system?—I think there is.

1635. That also you regard as a drawback?—As a drawback.

1636 But one inherent in the present system?—Inherent in the present system.

1637. Also you consider the present system has a tendency to lead to dull boys not being fairly treated in a school?—I think that is the tendency.

1638. Well, now, we have here before us four or five very serious defects in the present system, and apparently you are not able to suggest any practical remedy?—No, I am afraid not.

1639. Do you think we are in a desirable or satisfactory state? getting, practically, from year to year, a sum of £50,000 in addition to our original endowment, when the system which we are administering is admittedly defective, and when there seems to be no possibility of applying a radical remedy? Do you think this £50,000 a year is quite safe?—Well, I think it would be a very great pity if it were taken away.

1640. Do you not think, therefore, that all head masters and other persons interested in the successful working of this system should apply their minds earnestly to the task of working out a solution of those various difficulties, in the interest of their schools?—Yes, but at the same time the system, as a whole, does a great deal more good than harm, and its abolition would be a very serious injury to the country.

1641. Or even its curtailment?—Or its curtailment.

1642. Therefore you must recognise that everything possible should be done to devise a satisfactory and practical remedy?—In order to improve it.

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1643. Rev. Dr. SALMON.—I just want to ask a question to throw light upon this. You talked about the difficulty of oral examinations. I suppose the difficulty consists of this—that you think an examination ought to be public, at least a competitive examination?—The difficulty would be in getting the confidence of the people that oral examinations would be carried out with perfect impartiality.

1644. I want to know would it be possible, considering the number of centres we have, to have a public oral examination?—Well, I do not know. The idea of having exhibitioners, or those who had passed creditably in the honour paper, submitted to a further oral examination might be something in the direction of a solution of the difficulty.

1645. I wanted to learn would it be possible to have two different examinations in the year—the second for those who had passed in the first—would it be possible to arrange the times with regard to school work, so as to admit of it?—I have no doubt it would be possible; I think it could be done.

1646. For instance, we hold our pass examinations now in the month of June; when would you hold the second examination?—The oral?

1647. I do not say necessarily the oral, but the honour examination?—You could have one examination a little earlier than June, and then the final examination at the end of June.

1648. I am afraid those who wanted to pass pupils would complain of the examination three months earlier?—I have no doubt they would.

1649. I wish you would turn it over in your mind and try and see how the thing could be done. As to individuality, is there any way of avoiding those who offer a large sum of money, so as to prevent the conditions under which they offer it having an influence on those to whom they offer it, or is that inherent in the system?—I think it is inherent in the system.

1650. Mr. Justice MADDEN.—On the question of oral examinations, as I understand from your evidence, they are valuable in two points of view—first, as testing the knowledge of the student; and secondly, as testing or detecting defective methods of teaching—for instance, the inattention to pronunciation of a modern language, or prosody in the classics, and so-forth. The second could be to some extent obviated by inspection?—Yes.

1651. As a check upon the distribution of fees dependent upon the result of examinations. Is that so, do you think?—I think that is so. I can give you a curious case that came under my observation a short time ago. A boy read a passage in Greek, and the person who was hearing him was struck with this fact—that whilst his translation was absolutely perfect he thought he did not understand it. He asked him to parse a certain word, and the boy said that is the dative forming a noun. You know that the aorist subjunctive has the same termination; it was a verb, and he thought it was the dative of a noun. Now how was it he got a perfect translation. The passage was a difficult passage, and it was translated in his note; he had committed the translation to memory and read it off, and it was perfect. Now if that passage had been given to him (and it is just the sort of passage an examiner would take) in a written examination, there would have been no possibility of telling that he did not understand.

1652. In fact many of our examiners have reported that they believed translations are committed to memory.

1653. CHAIRMAN.—The object of this Act was to promote education in Ireland. That was its broad object; is not that so?—Yes.

1654. Cannot that be best promoted by improving the character of the teaching?—Yes.

1655. I mean, if the character of the teaching is improved, that must necessarily have its effect upon the students?—Yes.

1656. It is only through the teachers you can get at the students?—Yes.

1657. Now, in determining the character of the teaching, is it not better logically to treat as the unit the school, and not the student?—Yes.

1658. Treating the student as the unit, you treat the result?—Yes.

1659. Treating the school as the unit, you go to the cause?—Yes.

1660. Therefore, I cannot quite see why a system that would test the efficiency of the school would not be as good a system as one that would test the efficiency of the student?—Well, I think they go together, very much. You improve the school and the methods of teaching, and then you have the evidence of that in the improvement of the scholar.

1661. To a certain extent they go together, but treating it logically, is not the more important thing to test the efficiency of the school; you test the efficiency of the scholar to determine the efficiency of the school?—Yes.

1662. Now supposing you had a mode directed to testing the efficiency of the school as a unit, why would not that be as good a mode as the mode of testing the efficiency of the scholar?—Well, I would not go in for either one or the other exclusively; I would test the school, and then, as it were, to correct the result, I would have the additional test of the scholar.

1663. Just so. I have some difficulty in seeing that the test of the scholar is a sufficient test, or is at all a test of the efficiency of the school. Is there not a great deal of difficulty about that? When I was at school—a boarding school—it was a crime punishable by expulsion to have a translation of a classical author; therefore it was impossible that one of us could be trained in the same way as the boy you mentioned who mistook the dative case for the aorist. Have you not, in the forefront of this system, that the boys may be trained by translations and by memory?—If you have written examinations I do not see how you can avoid that.

1664. But we have written examinations?—Yes.

1665. Very well. Therefore is it not a defective system in testing the efficiency of the school?—Yes. I think you require the written examination to be supplemented by the oral; but then the difficulty seems to be the *modus operandi*.

1666. Putting all political or polemical questions out of consideration, and treating this as a mere educational matter, I cannot see why the efficiency of the school could not be tested by inspection. If the inspector went down and heard the class taught, pointed out the particular page in which they should be examined, directed the character of the questions to be asked, heard their answers, and saw the whole class gone through in that mode, I find it difficult to say that he could not thereby become a perfect judge of the efficiency of the teaching. Can you see that he would not?—Well, I can see that ideally you could imagine an inspector of that sort, but I can also see how practically you would have great objections raised to the inspector's report, if you depended entirely upon it.

1667. That is, unfounded objections might be raised?—They might be unfounded.

1668. I know; but I have been all my life in the habit of dealing with unfounded objections and disregarding them; but taking it in a strictly educational point of view—because whatever system you have it will be objected to—would you not logically better test the efficiency of the teaching by such an inspection as I have mentioned than by written examinations?—Yes, I think you would. I think written examinations have their place.

1669. Certainly?—And throw a great deal of light upon what a pupil knows, because it is not merely

that a boy should be able to tell you a thing, but he should be able to read it out—in Latin composition, for example, and English composition, and many other things, the written examination is of the utmost value.

1670. There is no one attaches more importance to composition than I do, but a written examination of that description might very easily be conducted at the schools by printed papers being sent down from the Education Office, directing that a certain piece of work should be translated; the composition would be done in the presence of the superintendents, as at present, but we would not have this tremendous system of 14 days' examination, which appears to me—I say it with great respect to others—to be a work of torture?—I am sure many of the pupils think that too.

1671. Do you think that by inspection and some little written examination for composition, the efficiency of the school could be well tested?—I do not think the confidence of the people generally could be retained.

1672. But in the educational point of view it would be beneficial, and preferable to the present system?—From the educational point of view I think, on the whole, it would.

1673. Rev. Dr. TODD MARTIN.—In regard to inspection, I did not understand you to imply in the least that there was any inter-denomination question in the want of confidence in these inspectors. As I understand, it is not because of the denominational creed of any man that the impartiality of an inspector would be questioned?—Well, I think a variety of considerations would come in; I think it would touch a great many points that would lead to dissatisfaction. That is my fear.

1674. Do you think a *viva voce* examination is adequate to test for results? We are paying large sums of money to the schools; do you think *viva voce* examination would be sufficient?—I have already said I would have both.

1675. Do you think it would be sufficient of itself?—I would not do it of itself; I would have both.

1676. In your opinion, then, a written examination is practically necessary to check the *viva voce*?—And I think the *viva voce* is practically necessary too.

1677. Have you formed any opinion as to whether that written examination should be in the several schools, conducted by a central examination board, or whether it should be a general examination as at present?—I have not thought of that point. The general examination as at present has always seemed to me fairly satisfactory.

1678. As regards competition as between pupils and as between schools, would a separate honour examination mitigate that at all?—I think it would.

1679. You think it would?—Yes.

1680. As between pupils?—Yes.

1681. But how as between schools?—Well, I do not suppose it would.

1682. Most Rev. Dr. WALSH.—I wish to ask you one or two questions arising out of some questions of the Chief Baron's. You fully recognise that the ideally perfect system would be a system in which the school should be rewarded on the score of its efficiency as a school, rather than on the results of individual examinations of the pupils?—Yes, I do.

1683. Are you aware of any system of education in the world in which there is anything like the system of making grants to schools that at present exists in the Intermediate schools of Ireland—anywhere in the world?—Well, not that I know of.

1684. Are you aware that up to rather recently there was a similar system in the elementary schools of England, Ireland, and Scotland? You are probably aware of that?—Yes.

1685. Are you aware that it has been abandoned within the last few years in England, and within the last 12 months or so in Scotland, so that at present the only foothold that this system has in any educational system in the United Kingdom is here in Ireland, where it still holds sway both in the primary and in the elementary department?—Yes, and I know there are a great many trying to abolish it in Ireland.

1686. Are you aware of this fact—that the Commission that recently sat in reference to the introduction of subjects of manual and practical instruction into the primary schools, reported unanimously against the application of the results system to the subjects with which they had to deal in their inquiry?—I was not aware of that.

1687. Well, you may take it from me that it is so, and they reported at the same time, that they did not see how the two systems could be kept up in the schools; so that if their recommendations were carried out in reference to the new subjects, it would be necessary to abolish the results system in regard to the old subjects also?—Yes, I see.

1688. That being so, do you not think it would be a very anomalous thing to have the results system maintained in the Intermediate system of education in Ireland—that system being thus put apart from all other systems of education in the United Kingdom, and possibly even in the whole universe?—I think it would be a risky thing to make a sudden change. I should introduce the inspection, and see how it would work.

1689. We are to take it that the inspection contemplated by you would be not merely an inspection in reference to the material or physical condition of things in the school, but also in reference to the efficiency of its teaching?—The modes of instruction.

1690. Its methods of teaching? Your inspection would cover that?—Yes.

1691. Especially in reference to languages, and, I suppose, also in reference to physical science and matters of that sort?—Yes, to see that pupils had experiments performed before them.

1692. Coming down from the ideal sphere to the sphere of practical, every-day reality, I trust you see no difficulty in applying the inspection system to that extent?—I do not. I think that could be done.

1693. Mr. Justice MADDEN.—Following up the important subject on which you were asked questions by the Lord Chief Baron and others, we have been talking of the ideal, and I am now going to ask you to stretch your imagination considerably, and to suppose that all of us in Ireland, after the publication of our Report, belong to the same denomination?—My imagination is not equal to that.

1694. Assume it for the moment. In other words, to put it in more prosaic language, supposing what is known as the religious difficulty were non-existent, however that were brought about, would there not be still some objections to a system where the individuality of inspectors, the idiosyncrasies, the peculiar views, of individuals came so largely into operation as compared with a system which minimised individuality. Would there not be some objections on the one side as well as on the other?—I think there would. I think the idea would be that one inspector had a fad and another inspector had a different fad. You would require some court of appeal which might be the Board itself.

1695. That would be a very difficult appeal, would it not, on a question of opinion which could only be formed really fairly by a man who had seen the actual working of the school? How could a central board entertain efficiently an appeal on such a question? There would be a difficulty, would there not?—Yes, I have known cases in which special inspections have been made, the inspector's report being appealed against, and a second inspection made.

1696. That would be the only way in which it could be met?—Yes.

1697. May it not be possible after all that the system of examination has merits of its own and the system of inspection merits of its own, and each defects?—And each defects.

1698. Therefore, would it not be a wise thing to endeavour if possible (it might not be possible) to

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combine the advantages of examinations and inspections, and to avoid the disadvantage of both?—Yes, that would be, of course, a desirable thing.

1699. Have you heard the suggestion which was offered I think by Dr. Molloy amongst others—that we might try the operation of a system of inspection, and the degree of public confidence it would enlist, by commencing with the tentative distribution of a portion of the results fees as the result of inspection; would that commend itself to your mind?—I think it would be very desirable to introduce inspection, and to do it tentatively to see how it worked.

1700. CHAIRMAN.—I should like to mention a view which might obviate the difficulty suggested by Mr. Justice Madden. I have it in my view that we should have two head inspectors, and that if a difficulty arose between a school and an individual inspector an appeal would lie to the Board, who in the first instance would send down their two head inspectors, and would then act upon their report, together, of course, with the report of the inspector in the first instance, but that those two head inspectors would be in a higher position, and also, if possible, of a higher grade of intellect than the inspector in the first instance. I would contemplate getting the two best men that could be procured for the purpose. Do you think that would meet the difficulty?—I think that would meet a great deal of the difficulty, if we got two head inspectors perfectly free from fads.

1701. As far as that is possible?—As far as that is possible.

1702. And of different denominations?—Yes.

1703. Mr. Justice MADDEN.—Does your imagination extend so far as devising a body of inspectors free from fads?—Scarcely.

1704. O'CONOR DON.—Just one question upon what the Chief Baron has said. Would there not be a danger in inspection of the inspectors falling into the fault of passing schools very easily—of taking the world easy and reporting schools (if the grants were entirely dependent upon inspection) as being fit to receive the grant, although they might in many particulars be deficient?—I think the written examination would come in to correct that.

1705. But without the written examination would not this be a very great danger from an educational point of view?—Great danger of that.

1706. And there would be no appeal in that case?—No; the two systems should be worked together, both the written examination and the inspection.

1707. Rev. Dr. TODD MARTIN.—Might I ask one question. If there is an appeal from the first inspection, would not that be a step so troublesome and vexatious that many head masters would be very apt to submit rather than appeal?—Well, you see, there might be things comparatively trifling that it would not be worth appealing about, but I think if any substantial wrong was done a little trouble in going from one court to a court of appeal is no harm all round. I think there will be a feeling that that is correct.

1708. But the relations to that inspector would not be so harmonious afterwards I suppose?—I do not think they would.

The witness withdrew.

Reverend ANDREW MURPHY, President of St. Munchin's College, Limerick, examined.

Rev. Andrew Murphy.

1709. CHAIRMAN.—You are the Manager of St. Munchin's College in Limerick?—Yes.

1710. How many years have you been so?—Five years.

1711. You have been eleven years in all teaching under the Intermediate system?—Yes, eleven years.

1712. The return that has been sent in from St. Munchin's College has been signed by six gentlemen, yourself and five members of your staff?—Yes.

1713. Do these five members constitute the entire of your permanent staff?—Yes, they constitute the entire permanent staff.

1714. Now, I ask you, in the first instance, whether in your opinion this Intermediate system has worked well or ill?—It is hardly possible to answer the question in one word, but in my opinion on the whole it has worked ill, yet I think it is only fair to say always in the forefront that the Intermediate system has stimulated schools very considerably, but I think the Intermediate system has stimulated the schools into a type of activity that has worked and is working a great deal of evil, and in my opinion the main element of the want of success in the Intermediate system has been this—that it was introduced to meet what has been described as a condition of stagnation in many schools in the country. It met that by putting on a very powerful stimulus indeed, and then it had not in itself the elasticity to enable it to accommodate itself to the changed conditions that it had brought about in a few years.

1715. I believe you are of opinion that it has led to undue pressure upon some students, and to relative neglect as to other students?—Yes, I am, decidedly.

1716. Will you state in what particulars undue pressure has come under your actual observation, as distinct from tendency to introduce undue pressure?—With regard to that, of course, my actual observation is practically confined to my own school, and I may say that, as far as possible, both as assistant master for the earlier portion of my time, and since then as manager of the school, I have endeavoured to avoid over-pressure and I have endeavoured to give the students a larger amount of recreation than I believe is given in the average school in Ireland, and a very much larger amount. I have endeavoured to promote physical exercises amongst them, and I am happy to say that our pupils hold the challenge cup in Limerick for football, and in a good many ways like that I have always endeavoured to avoid over-pressure as much as possible. At the same time, though it would be difficult to lay your finger exactly upon it, I have repeatedly had a feeling that there is a decided over-pressure, and I have been actually compelled myself to make a rigid rule preventing the students from studying during their recreation hours.

1717. Had you experience of teaching before the Intermediate Act came into operation?—No, I had not.

1718. Then although you do not know from your own actual observation, yet by conference with head masters of other schools, and in other ways, you are to a certain extent aware how other schools are managed?—Oh, yes.

1719. And have you any doubt that in a large number of schools there is actual over-pressure?—Not the slightest.

1720. In your opinion has that caused any injury to health and physical development. I now speak of schools generally?—I believe so; I have heard of a reasonable number—I should say they have come more or less under my own personal observation—of students who broke down under the system. Of course I should not be competent to say it was the Intermediate system that broke down their health—that would be a matter for medical testimony—but it appears to me impossible that the Intermediate system should not have an injurious effect on health. Take what the work of an Intermediate school is. I have been told on authority that I have no reason whatever to question, the authority of excellent pupils who came to my school from others—some of them from among the principal schools of the country—that students are allowed and encouraged to work up to 11 at night in boarding schools. I know that in day schools in some

places pupils are at school—I have seen them myself going before 8 o'clock in the morning —and I know they have to remain at school up to a late hour in the evening, practically speaking, devoting the whole of their day to work. I have known their parents complain that these pupils sit up to a very late hour at night preparing lessons and exercises for their classes on the following day, and I have discovered such cases amongst my own pupils. I may mention that we have both day and boarding pupils in my college, and I have heard complaints from my own pupils' parents with regard to some of these boys, who from the time they went home from school studied the whole of the evening, except while they took their dinner, until it was found out and checked. I wish to repeat again that I have always done my very best to check that obvious over-pressure, but I think it is the tendency of the system unmistakably.

1721. In the case of day students I understand it is impossible to check it, because they are not under your control for the great part of the day?—Only in school hours.

1722. In reference to the nature of the education enforced by this Act of 1878, have you found that it was rather of a character to supplant true education by educating the memory to the injury of the intellectual faculties?—Yes, that is my belief.

1723. In reference to the other class of boys that you have referred to—those that are neglected or that there is a tendency to neglect—what class of boys is that?—If I might add one word before that, I should wish to say that over-pressure touches another class of boys besides the very best. It might seem for a moment that the over-pressure would merely touch those looking for exhibitions and high exhibitions, but it appears to me that the lower class of pass boys are equally affected by it, for this reason —that the examinations are difficult for anybody except very good pass boys, and being difficult, and it being necessary to have boys prepared for sets of questions that will be put to them, there is an immense amount of pressure put upon those boys and they are required to do an immense amount of work every day, which amounts to cruelty to them in many instances. With regard to the neglect, I think it takes two shapes. One would be this: if the staff of a school allows it there is a tendency to divide classes into sections. When I say classes I mean those who belong to one grade of the Intermediate, and in one section of that class you would have the best pupils, in the other section you would have the remainder. Now there is, in my opinion, a very unfair differentiation in the treatment of these two sections of a class in the school, and I believe that is due entirely (without using the word in any offensive sense) to what I may call the bribe of the Intermediate system—to the fact that it is made worth the while of the head of the school to get the best teaching he can for the best section of his pupils, and it is practically immaterial what type of teaching he gives to the others, and then, when great expense is forced upon the school in that fashion, and the staff practically has to be doubled, it is pretty obvious that the head of the school will be likely to economise in the lower sections of classes, and not in the higher. Then I have heard of numbers of instances where an attempt has been made to keep all the pupils of the same class working together, and I have been told that from one end of the year to the other the duller pupils in that class would not be asked a question, and that all the attention would be directly devoted to the others, the masters, I assume, justifying their consciences on the plea that the dull boys were there and heard their teaching, but I think anybody who knows anything about it will know quite well that dull boys will not derive any benefit from teaching unless their attention is directed to it, unless the points on which they fail are found out, unless their errors are pointed out specially to themselves, and generally their minds turned into those lines in which they can do some useful work for themselves ultimately. So that I think in both those ways, whether you separate these two grades into two sections—an upper and a lower section—or whether you confine your attention exclusively to the best boys in the class, the dull boys in schools, in practically all instances, are more or less neglected. I have stated that extreme neglect is rarely found. Of course, I am not saying for a moment that I charge the schools with absolute and unscrupulous neglect of their pupils.

1724. You know the character of the examination papers of the Board?—Yes.

1725. There necessarily must be always in schools a considerable class of students who cannot hope to pass an examination with such examination papers as ours, but who still are capable of a reasonably sound and improving education?—I think that is beyond doubt.

1726. Now, in reference to those boys, no encouragement whatever is given by this system as at present worked?—None.

1727. And, on the contrary, the tendency of the system is that instead of their receiving such an education as would be useful to them, they receive no education at all?—That is practically what it comes to.

1728. As to the effect upon the pupils themselves of these exhibitions, have you found any demoralising effect upon the pupils by reason of their receiving these large sums of money?—Well, I have found demoralising effects on the pupils, and I should say in a larger degree on the parents. I think in the case of pupils, it is not always easy to distinguish between what would be legitimate ambition and what is the mere desire to get the exhibition. I should find myself in a difficulty in deciding between the two.

1729. I quite understand that?—Because I think if you abolished the money value attaching to the exhibitions many of the students who are keenest in the competition at present would still be keenest in it; but, at the same time, I have known this much—that students have calculated what I may call their money value for the school, and in that sense I think it has had a most demoralising influence upon them, and that, I think, is to be found side by side in the same boy with the most legitimate ambition to get a high place in his grade. There are the plainest evidences of that, and the same thing is true in a far higher degree of the parents. A parent is naturally proud of his boy if he gets a very high place, whether there is money attached to it or not. There is a certain amount of that pride which is legitimate; but, at the same time, I believe, side by side with that, the desire to get the money is the predominant tendency in the minds of the parents, and I have known parents, well-to-do people, delighted to get this money in order that they might make expensive presents to their boys, such as a bicycle, a pony, or something of that description, and the money was spent forthwith by the parents on something that tended towards the son's pleasure.

1730. And not devoted in any way to his education?—Not devoted in any way to his education. I have known further, in the case of parents who could not afford to spend the money in that way, that the money was spent on family uses of various kinds, and did not in any conceivable shape advance the boy's education; and the only way in which it could be held to be of any advantage to the boy's education was the way suggested by the last witness—that it might possibly, now and again, in the case of a very good boy, have tended to induce some other school to take him up, so that they could get the benefit of his exhibition in the succeeding year; but the exhibition actually paid does not usually, in the first instance, go to the advancement of education at all. I have known some cases in which it did, in which I myself have

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had extreme difficulty in inducing the parents to spend on the education of their sons the money got by exhibitions in a way which I thought was conferring immense benefits on the boys, and which the parents themselves admitted would be conferring immense benefits on the boys; yet it was with the greatest difficulty that I succeeded in getting the parents to consent to expend the money in that way.

1731. Taking the difference between what is popularly known as "cram" and true education, and treating cramming as that which has for its ultimate object the passing of the examination, as distinguished from true education, in your opinion has this system encouraged cramming as distinguished from true education?—I think so, decidedly. I have no objection whatever to using the word "cramming," because there is a perfectly definite meaning attached to it. I think, in that sense, the system has tended, and is tending, to encourage it, and I think that success in the system can be attained more easily by cramming than in any other way.

1732. I would be glad if you would define cramming—I do not know whether you would adopt my definition of it?—Cramming, as I understand it, consists in finding out by the teacher, what types of questions are likely to be set to pupils, and in teaching the pupils what these are, until he becomes familiar with them as types, so it is not at all a question with the pupil of a reasoning process to find out how the question ought to be answered, but a matter of observation to see what type he will reduce it to, and I believe that that very system has been unnaturally forced even into the teaching of mathematics.

1733. In your opinion, does that tend to appeal more to the memory than to the intellectual faculties?—I should say almost exclusively to the memory; there is a mere minimum of appeal to the intellectual faculties.

1734. Before I proceed with your examination I should be glad to have your experience of the ordinary distribution of pupils in a school. Take a school in which there are one hundred students. How many of that one hundred students in an ordinary school would be expected to pass the examination as it has existed up to the present? We will take it in last year. About how many would be presented for the examination out of that one hundred?—I should say probably one-half.

1735. Fifty would, and of those fifty how many would pass?—About thirty. I think that is a rather liberal percentage of passes taking the schools all round. But there are different kinds of schools. There are some schools which I have observed in the numbers given in this Appendix—which are what I should call in any other school simply the Intermediate classes of the school. If we take a certain school which in its ordinary work ranges from the lowest grade of primary education up right into what for the moment we shall call Intermediate education, and if I am told that that school as an Intermediate school, meaning in its Intermediate classes only, contains a certain number of pupils, say, 100 or 200 pupils, and you then take another school which is forced more or less by necessities of the case to run pretty well through the same grades and having boys corresponding to fourth class and perhaps third class National school boys in the school, that is, boys getting a distinctly primary education, and I am told that that school has 100 or 200, this point must be borne in mind—that in one case an Intermediate school means those who are selected out of the entire school to be taken into Intermediate education; in the other case the number returned to you would mean the total number of pupils in the school altogether, so I think that interferes very much with averages.

1736. I mean an ordinary Intermediate school—a school in which there are only Intermediate pupils. I do not mean necessarily within the prescribed ages of the Intermediate course?—I quite understand that; I merely mentioned that there are a number of schools on this list to my personal knowledge where all the pupils that are returned to you are within the limits, and I think that would upset any average that might be given.

1737. It is in reference to that type of school—the Intermediate school—I am asking. If there are 100 students in a school, who are being taught in an ordinary way, are students of ordinary capacity, in an ordinary course, not more than thirty of them would pass our examination?—I should say not.

1738. And, therefore, the State aid that was given to educate 100 students would be confined to the amounts earned by thirty students. Do you think that is a desirable thing in a school?—I think it is eminently undesirable.

1739. What effect has it on those pupils that have ability to pass; do they become a sort of subject of property?—Exactly. To my mind it is a fiction; if anybody considers it carefully it must be regarded in that light. You pay a school results fees on 30 pupils in such a fashion as to reasonably pay that school for 100 pupils. You pay on 30 pupils, in other words, about three times the amount of results fees that you ought to pay. Now I do not believe, if the income of the Intermediate Board were £100,000 or £500,000 a year, that the Intermediate Board ought even to dream of paying the results fees on the whole of the pupils of the schools on the same scale as it pays now on those boys that pass. I believe the present results fees are about three times too high to be paid on individuals, and I believe that is done with the very desirable view on the part of the Intermediate Board of paying the school for all its pupils, but I think it is an unhealthy way of doing it, and a way which is unsound in principle. I think an attempt should be made to pay the schools on every pupil of the school that is capable of earning it, capable, in other words, of doing the work that can reasonably and fairly be expected from the school, and I consider that paying unduly large results fees on a small proportion of the pupils is a very unsound system; it is a very unwholesome system for the schools, and I myself have come to the conclusion that there will never be any sound system except by capitation, provided the school is efficiently tested.

1740. With an examination paper reasonably prepared, and a school reasonably conducted, do you think that 80 per cent. of the number of students ought to pass?—I should say it would be necessary to have the age limits abolished in addition, because for the various grades of the examination I do not think the mere lowering of the pass standard, retaining the present age limits, would so very largely increase the number of those who would be able to pass, and in fact what I think it is pretty obvious it would do would be this—that while about 20 per cent. at the present moment stand the examination but do not pass, it appears to me that upon a more reasonable system that 40 per cent. who do not pass would be likely to pass.

1741. I do not think I have quite clearly conveyed my question. I am not now speaking of our present system, I am speaking of what you would consider would be a proper mode of giving State aid to an Intermediate school reasonably conducted. The object of the Act is to promote Intermediate education. Of course, the best mode or the necessary mode of doing that is by improving the efficiency of the teaching. The efficiency of the teaching will have its effect upon the student according to the capacity of the individual student. Taking boys as you find them, and supposing that they receive a reasonably good efficient education, about what percentage of those in your opinion ought to pass fairly conducted pass examinations if there were no restrictions?—Viewing it in that light I should say 80 per cent., as you said, and

I should be inclined to say that the school ought to be paid on the entire 100, because even though pupils in an Intermediate, school may be pupils who are there chiefly for social reasons, even though they may be getting primary education, it is pretty clear that the primary education given to those whose education is intended to become Intermediate, and who are intended to go through a liberal education in one way or another, will be quite different from that of those whose education is to end at primary teaching. Therefore I think the Intermediate schools are doing a different type of work, and they ought to be paid for it.

1742. Now I shall come to the remedies you suggest. You say that you think that inspection of schools should be made the basis of the system?—Yes.

1743. Do you propose that the examinations should be retained as competitive examinations for exhibitions?—My own personal view has been, and is, that competition between schools ought to be got rid of altogether. Consequently I do not think it desirable, myself, that the examinations for exhibitions should be retained. That is my own personal view, looking at the matter from the point of view of my being able, as it were, to arrange the whole thing myself, or everybody agreeing with my view, that would be my idea of what would be done. But looking at it from the point of view of what I think is in any sense practicable, in view of the evidence of public opinion that I have seen in many ways, I think it would not be feasible to abolish the examinations for exhibitions. But if I might make a suggestion on that matter, it appears to me that it would be eminently desirable to divide the exhibitions into, say, two classes, or, perhaps, three classes, and publish the names of those who got the exhibitions of each class in alphabetical order and not in order of merit. The advantage that that would have, in fact, would be this—suppose you were to take it for simplicity sake that an exhibition, Class A, would be obtained by a pupil who got 75 per cent. and upwards of marks on an honour paper, an exhibition, Class B, would be obtained by a pupil who got 60 per cent. and upwards on an honour paper. That is taking 6,000 marks roughly, because I do not attach the slightest importance to those actual figures; they are subject to modification on many grounds. The pupils who would get exhibitions in Class A would be those who got between 4,500 and 6,000 marks, and those who would get exhibitions in Class B would be those who would get between 3,600 and 4,500 marks. Now, where I think the most evil element arising out of the present competition comes from is the importance of every mark to a boy. I have seen numbers of cases where a very few marks made the difference between a £50 exhibition in the Senior Grade and a £3 prize; I have seen many cases where a few marks made the difference between an exhibition and a prize in the Junior Grade, that exhibition meaning £20 a year, comparatively easily retainable for three years. Furthermore the schools are competing with one another and there is a keen desire on the part of the schools to come out best in that competition; therefore, they work their students for all they are worth to get the highest possible number of marks; and I think a large amount of the unwholesome element would be taken out of the competition if nobody was going to be told where exactly a student came within a certain class of exhibition, and I think it would be reward enough for both student and school to be told that he got an exhibition in Class A if he did get it, or an exhibition in Class B, if he got it, or, after that, a simple pass.

1744. You observe that the Board publish in their results pamphlet, the schools at which the successful candidates have been educated?—Yes.

1745. And that the number of exhibitions and prizes obtained at each particular school is made the subject of comment in the public newspapers?—Yes.

1746. So the result is that the boy may be subjected not only to the pressure resulting from his own ambition, but to extra pressure by the manager of one of several competing schools. Do you think it would in any way lessen the competition if in our Results pamphlet we did not make public the school to which the successful student belonged?—I think it would decidedly lessen the competition, and I think that would be a very desirable thing, because although some will take to advertising themselves afterwards, they would come out singly.

1747. Their results would come out singly, and it would be impossible to have an article in a newspaper contrasting the success of various schools. Representations would be made, as they now are, by individual crammers, each man advertising his own successes?—Yes.

1748. The effect of that would be to limit competition, or the effect of it, in three different modes—first, it would limit them to persons who are looking for exhibitions, instead of including in it those who are only seeking a pass?—Quite so.

1749. Secondly, by dividing the exhibitions into classes, instead of having them in order of merit depending upon particular marks; and thirdly, by not advertising the successful schools?—Yes, but if I may add just one word, my suggestion with regard to publishing the exhibitions, not in order of merit but alphabetical or some equivalent order, has been accepted already in the Oxford Local Examinations. They have three classes of honours; they publish the first and second class in order of merit, but in the third class they begin on the other system, so that they limit the competition to a very few.

On resuming after the adjournment.

1751. CHAIRMAN.—When we adjourned we were speaking of the subject of inspection. You say that the inspection that you recommend is not that which is understood at present in the National schools, but some such system as that which recently has been introduced into the English schools. Is that so?—Yes.

1752. Is that inspection to be directed to ascertaining the general efficiency of the school?—Yes, the general efficiency of the school. What I mean by saying that it is not on inspection, as understood in the National schools, that the results fees must depend, is, that results fees in the ordinary sense must not depend upon the inspection. The school grants may depend upon it, but not the results fees.

1753. The inspection is to be directed towards the general efficiency of the school as distinguished from ascertaining the exact amount of knowledge of each particular student?—Exactly.

1754 Would you have it extend to the school building and to the horarium?—Yes; I should extend it to the building and to the horarium, certainly, and the apparatus for illustrating any of the work of the school, such as a chemical laboratory, or anything of that sort, provided they came within the work of the school. All school property should be subject to the inspection. And then, I would include the teaching, and the inspection should also extend to the observation by the inspector of the methods employed by the teachers, and in a general way he should estimate the methods of teaching adopted in the school. It should be in a general way only, and not in regard to individual cases.

1755. Would you contemplate that each particular class should be taught by its teacher in the presence of the inspector?—Yes, certainly.

1756. Principally in a portion of the subject selected by the inspector himself, so that it could not by any possibility have been known beforehand?—I should say partly on a portion of the subject actually set for the day's work, and partly on a portion selected by the inspector. I think it would be fair to

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the teacher that his pupils should not be judged only by work that they were not quite familiar with. There may be a good deal of reason for supposing them to be fairly familiar with it, but I don't think they would show off their best or show off his teaching. At the same time, I don't think that familiarity with the teacher's method could give the pupils undue advantage on their day's business unless the day was fixed a long time beforehand, and that the pupils got off that particular lesson in a special manner. I assume that the visits I speak of would be surprise visits.

1757. You say that you think that (if any system of general examination was to continue) the Board ought to institute an examination in religious knowledge somewhat similar to that held under the Oxford and Cambridge local examinations?—Yes, I would say so. When I say somewhat similar to that held under the Oxford and Cambridge local examinations, I mention that because they have to a certain extent solved the difficulty of religious examination for different denominations. They allow one denomination to set papers for its own candidates, and another denomination for its particular candidates. I do not mean to say that I should consider the precise type of religious examination that is adopted by the Oxford and Cambridge local examinations as a very satisfactory type of examination, but I think they have solved the essence of the difficulty.

1758. You suggest that there should be an examination in religious knowledge, and you refer to the existence of the Oxford and Cambridge examinations in that subject as an argument to show that the religious difficulty in that respect can be solved?—Yes.

1759. You are of opinion that the Preparatory Grade, so far as it is competitive, ought to be abolished?—Yes, under all circumstances I am of opinion that the Preparatory Grade, so far as it is competitive, should be abolished.

1760. That is what I mean. Do you think that it ought to remain as a separate grade, assuming that competition in it is abolished?—Assuming competition to be abolished, I think that the Preparatory Grade, if the school were to be paid on the results of inspection, would be an essential part of the school. If the school was to be paid on the results of examination I think the Preparatory Grade introduces an element of difficulty, even for a simple pass examination, because I think that, having the Preparatory Grade as a recognised part of the public examination, tends to diminish very seriously the legitimate distinction between Intermediate and primary education, provided that Intermediate education continues to be supported and aided as it is under the present system. I think as I have stated here that under the present system the Preparatory Grade is entirely objectionable in any shape or form. Under a system where you would have a mere pass examination without any examination for honours in the Preparatory Grade, I think it would be very much less objectionable, but I still should consider it objectionable. But under a system of inspection I think it would be an essential part of the school.

1761. Is it not an essential part of an Intermediate school that it should have students of the age and with the amount of knowledge, within our Preparatory Grade?—I think so decidedly. But I should not be inclined to consider it an essential or a very desirable part of a school for the Intermediate Board to examine by the present type of examination.

1762. An examination even for pass students of that age is, in your opinion, so objectionable that it would be better to forego the examination for that grade altogether?—I would be inclined to think so, because at that stage the primary education is gliding into the Intermediate, and, I think, it would be a mistake, as has undoubtedly been done, to give it a distinctly Intermediate turn.

1763. You object rather to the dates of the examinations as unduly prolonging the midsummer holidays. They are over, I take it, by the 29th of June?—The examinations proper are over by the 22nd of June—I mean practically for the boys—and then the school resumes about the 3rd or 4th or 5th of September. That is too long a holiday to give to the boys. And then to give such a long holiday in that way shortens the working part of the year, and prevents the schools from giving such a reasonable break in the working part of the year as I think would be desirable. I do not argue so much for the diminution of the total holiday given in the year as I argue against giving it altogether in the midsummer.

1764. You don't remember the length of the vacations before this system was introduced as I do?—I was not educated under the Intermediate system.

1765. Seven weeks in the entire year was the length of the vacation in my time. What would be the most convenient time at which the examinations should terminate. Supposing we follow your view, what time would you propose the examinations should finish?—From the point of view of the teachers of the schools I would be inclined to suggest that the examination should commence on the 1st of July and finish as soon as it could be finished. There is, of course, one drawback against that under anything like our present system. The difficulty would not hold if there was any considerable relaxation of the strain, but under our present strain I think it would be very intolerable to get the boys to work into the hot weather too far. That is the only thing I see in favour of the present system of holding the examination, and I think it is decidedly in favour of it, because for a number of boys during six hours a day, day after day, to work together in a room, no matter how well ventilated or lighted, is a very severe strain indeed.

1766. The present examinations extend over about fourteen days. Do you think that that extended range is a disadvantage, and that the honour examinations should be reduced, say, to a week, and the pass examinations, if they are to continue, should be reduced to three or four days. Do you think that would be an advantage?—I think if the time occupied by the examinations could be reduced it would be a decided advantage.

1767. We will come to that afterwards, when we deal with the matter of groups. I see you say here that the examiners should, as far as possible, have experience of teaching in Intermediate Schools. I want to put a difficulty to you as to that, as it is a matter that I have often considered. We must have examiners who have not themselves been teaching any pupils during the year; who have no interest in the examinations; who are not connected in any way with Intermediate schools. Where, then, would we get any persons who had experience of teaching Intermediate schools, unless retired schoolmasters, who probably would be of such an age that it would not be convenient to them to examine a thousand papers, which is about the number we send to each examiner?—To begin with, I put in the words "as far as possible," because I saw pretty well, as anybody must who considers the question, that it would not be so easy to find many having the type of experience that I mention here. But, at the same time, there are a considerable number of men who were engaged in teaching, and who gave up teaching for one reason or another at a comparatively early age, and who don't wait on until they get tired of it——

1768. Not as long as the judges do?—I suppose the judges never get tired. There are a number of men in the country who, for one reason or another, had been teaching for a while and have changed to something else.

1769. Most Rev. Dr. WALSH.—They might become bishops, for instance?—Yes, a considerable number

of these could be introduced as examiners, and a considerable leavening of these amongst the examiners would do a great deal to get rid of the inequalities that exist. It is perfectly clear that many examiners have not the faintest idea of what they ought to expect from the boys they examine.

1770. You object altogether to Rule 7, which refers to the examination in writing. You consider a *viva voce* examination essential?—I think so.

1771. CHAIRMAN.—Can there be any real examination in natural science or chemistry without a *viva voce* examination in a laboratory?—I don't think there could be. If I have not misunderstood it, a suggestion appears to have been made that a *viva voce* examination, whether prior to or subsequent to the general examination, ought to be made part of the competition. I don't think so. I should be inclined to say that a *viva voce* examination, to the extent of qualifying a school in the estimation of a good inspector, ought to be gone through in every department of the school, and ought to be made a condition preliminary to the school getting any grant whatever from the Board. That is what I mean when I say that I consider a *viva voce* examination necessary. If you get the pupils of a school examined by an inspector or examine *viva voce* in a school, then if you wish some boys to compete for exhibitions or prizes, confine the competitive part of the examination to an examination in writing. I think that the fairest way you could have it.

1772. Inspection would be essential for that?—Essential for that.

1773. You consider written examination without inspection wholly ineffective?—Wholly and absolutely ineffective.

1774. You think age limits work injuriously and ought to be abolished, except in reference to competition?—Yes, they should obviously be retained for competition. But outside cases of competition, I don't see why age limits should be retained, and that mainly because schools have no control whatever over the time at which their pupils will commence. Some pupils come to school very early, and it is easy enough if they come in to get them on, so that they will be quite up to, and sometimes very considerably beyond the standard required by the Intermediate Board at the present time. Now it is not an uncommon thing for a student of 15 years of age to get a Junior Grade exhibition. That is to say, he is not only up to the Junior Grade standard, the age of which is fixed at 16, but he gets an exhibition in that grade a year before he is 16. But look on the other side of the question. The National school system tends to keep pupils up to 14 years of age at work that is distinctly primary. The result of the bias towards Intermediate education that primary education in Intermediate schools gets is, that National school pupils coming into Intermediate schools are not at all on the same level with boys of their own age who have been brought up in another school from the point of view of Intermediate work. A National schoolboy will come into an Intermediate school with a very good knowledge of what is ordinarily understood as English, grammar, geography, spelling, and handwriting; he also knows arithmetic well. But if he is got on for the Intermediate work he has to learn a number of subjects absolutely from the beginning, and he is at a considerable disadvantage in comparison with the others. Then, if he is not a very clever boy, but rather a dull boy, he gets thrown out of the Preparatory Grade at the first going off. Supposing he does not come into the Intermediate school until he is 14, he cannot go in for the Preparatory Grade. He has to begin at the Junior Grade, and suppose he is rather a dull boy, and gets thrown out, there is a great tendency, unless distinct encouragement is given, to knock him out of the Intermediate altogether, In the first place if the head master wishes to act conscientiously towards such pupils he will see that he is doing a distinct injury to try to rush them to the same level as pupils of their age who have been brought up in his school. It is obvious that great harm is done to boys by rushing them to bring them up to the level of the Intermediate examinations at the competition age. I think when that is taken into account, and also the fact that numbers of pupils will not come to the school even at 14, the obvious way is to abolish the age limit. I am assuming that there will be a general pass examination. Under the system of inspection there will be no such thing.

1775. That is up to the age for passing in the Senior Grade?—Yes.

1776. And then you also, I believe, think that the limit for over-age students ought to be two years instead of one year?—Yes.

1777. And that the results fees payable in respect of those over-age students should be similar to those paid for ordinary students?—Yes.

1778. That is always providing, of course, that we do not pay results fees twice on the same pupil in the same grade?—My object in that was this, if I get a pupil into my school, say at fifteen years of age, if I wish to rush him I may get him to pass the Junior Grade at sixteen, but if I want to teach him I shall not try, but I will keep him and put him in the Junior Grade at seventeen. Why should I be discouraged from doing that? It would appear to me, in the interest of educational work, I ought to be encouraged to do that. The boy himself would not be entitled to get an exhibition, that would be his own look-out. Why did he not come to school sooner, but why should the school be penalised? He would be going in for the Middle Grade at eighteen and the Senior at nineteen. In what respect should it be held that the school is not doing as good work for that boy as if it got him a year earlier, it is doing the same amount of work, and it is the boy's loss he did not come to school earlier.

1779. As I understand, you would allow a boy to get results fees in the Preparatory Grade, the Junior Grade, the Middle and the Senior Grade, without limitation as to the age at which he went in in each particular grade, provided he passed in the Senior Grade before the ultimate limit was reached?—Yes; that would be my idea.

1780. You say there is no ground for refusing to allow a student to stand a second time in the Middle Grade, but you would not give him results fees twice?—Not twice in any grade.

1781. You object, I believe, to the same examination paper being used for both the pass and the competition students?—Yes; for the reason I have set forth here that if you take the same paper to test the boy who gets the highest marks that any boy in Ireland is able to get on the paper and also a boy who barely passes, and if you say that the boy passes on getting 25 per cent. marks on that paper, it looks ridiculous at first sight that a boy should pass on 25 per cent. marks on any paper. But, on the other hand, is the difficulty of the mere pass boy getting marks of any kind on the type of paper set to him, and I think it is not unfair to say that 25 per cent. marks on the Intermediate paper now set for the mere pass candidate would be fully from 75 to 100 per cent. of the marks assigned to those questions that he is supposed to answer, that are seriously meant for him, and I think if you were to take the case of any pass examination whatever that so many questions would be set to the pupil that he would have a reasonable choice if he misses one half he can answer the other half, but if you select a small number of questions suitable for a pass candidate, set them to him and expect him to answer them all, you will diminish his chance of passing.

1782. If he is to pass a percentage of the entirety the entirety should be questions that he would be presumably fit to answer?—Yes.

1783. Sufficiently numerous to give him a choice?—Yes.

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1784. You are aware of our Rule 33 in which we require that a student in order to pass in languages shall attain 30 per cent. of the marks assigned to grammar and prose composition taken together unless a certain reduction is made?—Yes.

1785. In principle is not a rule of that sort a good rule?—In principle it is a good thing.

1786. That we should see that there is some knowledge of composition, I believe that is one of the best ways of testing knowledge of a language?—Yes, and though I make an objection to the rule, I would be very much better pleased to see it retained than abolished altogether.

1787. And therefore unless there is a separate piece of composition set for pass students the difficulty will be in their getting any marks atall for composition? —I have seen repeatedly in the papers one single difficult passage of composition set to pass boys—now, for instance, I remember one case, I don't wish to state even if I remembered it, the particular year or to particularise the individual, one year a piece of composition was set in the Senior Grade Greek, which I considered remarkably difficult to set before boys. I remember in reading the report of the examiner that the examiner congratulated himself on finding a piece of Burke, which was remarkably like the style of Demosthenes. I don't wish to offer any criticism on the comparison between Burke and Demosthenes, but the examiner said he congratulated himself on that. The result of that discovery of the piece of Burke which was like Demosthenes appeared to me to have been absolutely fatal all along the line in Greek composition that year, and there was no other opportunity whatever given to a pass candidate to show he knew anything about Greek composition.

1788. Was he to translate the passage of Burke to make the translation correspond with the style of Demosthenes?—I expect so.

1789. You object to Rule 37, Rule B, that, to ensure a pass, there should be at least one subject from the group of languages. You are of opinion that a student should be able to pass in a modern section without that?—Yes. My idea with regard to that is this—I think there is a great difficulty in a formal proposal to divide the Intermediate programme into separate groups, *ab initio*. I think there is very great difficulty in the way of that. In the first place I do not think, as far as my reading of educational opinion goes, that there is any real support for the view that specialisation at that early age is desirable. In the second place, I think that any attempt to divide the Intermediate programme into groups, into three groups, putting the weight of classical teaching in one, the weight of scientific teaching in another, and the weight of the modern languages teaching in the third—I do not think that any such division as that can be worked without serious risk to higher education in the true sense of the word. Everybody will recognise that the higher education, the culture that leads up to a university training, is the type of education that primarily ought to be supported and encouraged by the Intermediate Board, and that whatever is done by the Intermediate Education Board in addition to that, ought rather to be a subsidiary part of its work. Therefore, I think that if you begin with a division of courses like that, what will happen will be that you will get the students in immense numbers to fall in with the Intermediate schools that take the modern—or, not so much the modern as the scientific side—you will get students coming in in immense numbers into those schools, and developing them ultimately into commercial schools, not with a view to giving a commercial education that would be prolonged into a type of education that would be useful to them for the higher Civil Service, but an education aiming at a purely utilitarian result, and which comes to an end at 16 or 17 years of age—for that education simply ends there. It is not that type of education which I consider alone deserves the appellation of literary, and widens as it goes, whether in classics, or modern languages, or anything else—an education that simply widens out and, from which, when a boy comes to the end of school, he naturally finds himself on the threshold of a university. On the other hand you have that type of education that aims at a utilitarian end. You require a certain knowledge of geography, arithmetic, modern languages, and practical natural science; aiming at a certain point, and, when you have reached that point, you have done, exactly like the apprenticeship to a trade. I do not think that that is a liberal education. I do think, if the Intermediate Education Board were to divide their programme into separate courses in this fashion, that they would run a risk that ought to be guarded against of having that type of education swamping the Intermediate education proper in the country, and cutting out very largely the true higher culture and the true liberal education. I think that is a serious danger in the matter. Therefore, I suggested here, instead of a formal division into courses, such an element of elasticity in the existing programme as would enable schools to divide their work in that way themselves very largely. I find that very many boys will come to my school who are anxious to go in for ordinary business pursuits. Many of those boys desire to get a pretty liberal education. They freely and readily will learn Latin and French. There is no such thing as forcing them into it in the interest of the school. Of course it is in the interest of the school that they should do it, but they do it freely and readily, and, if my school will not provide it, their parents will select another school that will. A great many others come, and they will not be induced to learn any language except English. They do not want it. And I have myself met scores and scores of parents who have the deepest objection to the Intermediate system, because they say:—"What is the use of putting him into it, for it is not practical, and forces him into French, whereas we only want a knowledge of ordinary subjects?" What I say is, that it is worth considering whether you could get such a modification in the marking in the lower grades of the Intermediate, Preparatory and Junior, as would enable the schools to take up, with profit I mean, the teaching of generally useful courses, which might be mainly modern languages, or mainly mathematics, or mainly natural science; but do not make any single subject necessary outside English. Let them take up four subjects, English being always one, or five subjects or six subjects. But then you mark your superior limit, beyond which you will not allow any pupil to compete. But give the schools under the present system the option of working out a good practical programme—one not including modern languages or any other language except English. I think a good programme could be made out in the lower grade of schools than for the type of boys I speak of, who belong to a somewhat better class, and who desire to go to Intermediate schools, so that they would have an opportunity of getting their education—a practical and useful education in these schools —but at the same time I do not think that that should be carried to the length of making it equally desirable for the school to put them on in that course as in what I call literary culture, or a course aiming at literary culture. I think there should be always a decided advantage in the higher type of teaching, but that, at the same time, there should be every reasonable facility given to the schools to teach those boys, and teach them with advantage to the pupils and the schools.

1790. At what point would you like to specialise? —I should say not earlier than the Middle Grade.

1791. You would allow them to specialise, then?— I have stated here that I think one foreign language ought to be introduced into the Middle Grade.

1792. That is not an answer to my question

exactly?—I want to say what I mean. I think specialisation might commence at the Middle Grade.

1793. Then you would crush out the mere commercial education—why?—You would assume the mere commercial education to be at an end. It is the mere training of these boys who come to the school because it is more respectable, and they generally leave school between 15 and 16.

1794. Surely our course should be so constructed that a person who wants to go to a commercial life should, if he wished, be able to get the full benefit of it up to the age of 18?—That is exactly the reason why I do not want to see specialisation from the beginning, because, if you do not specialise from the beginning, it will be the natural wish of the head of the school to run a boy into a more literary course from the start.

1795. The effect of what you say is now that you think that a boy in the Junior Grade should be able to pass without knowing any language other than English? In the Preparatory and Junior Grade. Of course I always speak on the assumption that the Preparatory Grade will be retained.

1796. May I ask you this—would you be of opinion that there should be one uniform result fee for a student in the grade irrespective of the subjects he took up?—Of course I object very strongly to results fees at all.

1797. But assuming that there are results fees?—I hardly conceive that it would be fair to have a uniform results fee.

1798. Would it not be a great safeguard against a student being unduly pressed?—Yes; but, on the other hand, there would be a great temptation to limit unduly the amount of work that a student would be put in for.

1799. Don't you think that it would be better to know four subjects well than have a smattering of five?—Yes, if only a smattering of the five, but a student who can be taught four should be able to be taught five.

1800. But, if you have a given capacity in the teacher and in the student, the result of education will be very much the same in four as in five subjects?—In principle I think you are perfectly right; but what I say works out in practice is this:—At the present moment under the Intermediate system, if I wanted to consult my own interest, I certainly should, during the last three or four months of the year, drop every one of my doubtful boys out of every subject except the bare minimum that would pass them. For, putting them into a fairly extensive course, the type of course that they would want and look for—if I put them on the whole course, it dooms me to failure, and I know that. And, on the other hand, if I drop them out of all except the barely essential, picking out the four subjects selected according to the rules laid down in the programme, if I select these four subjects only, and grind them in the last few months of the year, I would expect that I would pass an increased number every year, and get results fees for them. I think that should not be encouraged.

1801. Do you not think that it would be for the good of the pupil that the teacher would have no pecuniary interest in forcing him to learn a greater number of subjects than those he was capable of learning?—And for that reason I say in principle you are quite right about the matter; but I feel that it would lead to difficulty in practice. For, on the other side, it is known that it is a frequent thing for schools to teach a boy to know propositions in Euclid, so that he knows them by heart, and rely on his passing in Euclid for the whole of his mathematics.

1802. And why should not the propositions in Euclid be inverted, and the boy examined in that way?—That is so.

1803. Why not, instead of asking him to construct an equilateral triangle on a straight line, ask him to construct an equiangular triangle on that line?—That is done. I am not speaking of the matter of cramming, but I am saying that the boy's arithmetic and algebra will be neglected, knowing that he will fulfil the rule by passing in Euclid only.

1804. We have dealt with publishing the actual marks obtained by pass students. You think that that would, with advantage, be abolished?—Yes.

1805. You are of opinion that the exhibitions should not be paid in money to the students?—Yes.

1806. And you suggest the giving of medals in natural science. You think that better provision should be made for the teaching of natural science?—All round, I think so.

1807. And you think that, with reference to natural science, it should be properly taught in a laboratory?—Yes; I think otherwise it is not taught at all.

1808. For the present written examination test is natural science learned only out of a book?—Yes, and I suggest that natural science should begin in the Preparatory Grade.

1809. You think that minor prizes should be entirely abolished—£2 and £3 prizes?—Yes; for they extend the field of competition very much.

1810. You are in favour of the prizes for composition continuing?—Decidedly.

1810A. In reference to the number of exhibitions, you state that there should be no exhibition in the Preparatory Grade, and you suggest that the number in the Junior Grade should be largely reduced?—Yes.

1811. In the Middle and Senior Grades you think there should be a larger number of them than at present?—Very decidedly larger.

1812. You suggest that they should be as numerous in the Senior and Middle as in the Junior?—Yes, as they would be.

1813. Do you think there should be no restriction on the number in the Middle and Senior, but that the Board should determine the number, having regard to the answering?—I think they should not be in direct proportion to the number of passes.

1814. The competition in the Middle Grade is amongst the best students of the students who in the previous year passed in the Junior Grade?—Yes.

1815. And, practically, it is the same as if it was a competition between all the students of the previous year's Junior Grade?—Yes.

1816. And at the same time the number of exhibitions that can be awarded in it is only one-fifth of those awarded the previous year in the Junior Grade?—Yes; about one-fifth. That would be about the proportion. I merely wish to say that I think the smallness of the number of exhibitions in the Middle and Senior Grades compared with the immense number in the Preparatory and Junior Grades works very injuriously.

1817. In other words that the number of exhibitions should be determined according to the merit shown, and not according to the number competing?—Yes.

1818. That the competition has taken place in the Junior Grade, and that that practically determines the question?—I do not think that the boys who get the lower exhibitions in the Preparatory and Junior Grades deserve them at all.

1819. Are you in favour of retaining exhibitions?—If paid to the students as at present I should be entirely against retaining them. The idea of allowing a pupil to earn £20 a year for three years on a qualifying examination, and to put £20 in his pocket to buy a bicycle or a pony or anything else like that, or allow his family spend it in a way wholly unconnected with education, is a waste of public money.

1820. If the number of exhibitions in the Junior Grade were reduced, and those in the Middle and Senior Grades increased, and if there were a provision that the amount of the exhibition should be spent on education, would you be of opinion that they should be retained?—Yes, decidedly.

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1821. You object to the definition of a school in Rule 72?—Yes.

1822. What do you think an Intermediate school should be defined to consist of?—I think that the element that should be foremost in defining an Intermediate school should be the capacity of the school for doing Intermediate work, and then the actual attendance of pupils for the purpose of Intermediate work. I think that, supposing you start a school in some part of Ireland, put into it an excellent staff, fit it with laboratories, and have everything else for a first rate Intermediate school there, and then you find that pupils do not turn up it is obvious at once that you have opened a perfectly unnecessary school. But, if you take a school in a part of Ireland that most wants an Intermediate school and put into that a very inefficient staff and a very inefficient apparatus for illustrating the work—a staff that cannot, with anything approaching to justice to the pupils, carry them through the whole course of their Intermediate education, then I say, no matter how full of pupils that school may be, it is not a good school.

1823. As to the capacity to do Intermediate work. By that do you mean the capacity to teach all grades up to the Senior Grade?—Yes.

1824. Supposing there were a school of that description, but that no pupils attended in that grade, that all the pupils attending were in the Junior Grade, what would you say as to that?—I would say that the school, if all the pupils were attending in the Junior Grade, or all, except a very small proportion, attending in the Junior Grade, would only be an extension school under the primary system, and not an Intermediate school at all.

1825. There is difficulty about that?—Yes.

1826. Attention has been called to the definition of Intermediate education in the Welsh Education Act:—"The expression 'Intermediate education' means a course of education which does not consist chiefly of elementary instruction in reading, writing, and arithmetic, but which includes instruction in the Latin, Greek, Welsh and English language and literature, the natural and applied science, or in some of such studies, and generally in the higher branches of knowledge." Do you observe that an English education, provided it was not elementary, would come within that definition?—Yes, I see that would come within it.

1827. And you say that students taking a course of that description, usually leave after the Junior Grade?—Yes.

1828. Then I am afraid that your definition would rather have the effect of restricting the definition in the Welsh Act?—Yes, if we were bound by the definition in the Welsh Act.

1829. Of course it is an element to be taken into consideration in determining what the Legislature meant?—If I remember aright, in the report of the English Secondary Education Commission of 1895, they felt the immense difficulty of coming to any conclusion as to the definition of Secondary Education.

1830. And they did not come to any?—No, they came to the conclusion that a first grade school was one which taught education leading up to a university, a second grade one which taught education without the classical side, and with the modern side predominating, but still of a high literary type; and a third grade school one in which they gave an education going beyond the ordinary primary school, but on the same lines, and they said that the first and second types could be called Intermediate schools, but not the third.

1831. That bears on the construction of the Act of Parliament. You have already said that natural science should be introduced in the Preparatory Grade. You have said you object to the examination papers, that they are usually too high; you object also that they are not of a uniform standard?—Yes.

1832. And you think they ought not to be set by examiners who had not experience of teaching in the Intermediate schools. You say you would like to call attention to the question of definitiveness in the standard of knowledge?—Yes.

1833. How would you suggest that that should be done—it is done to a certain extent at present in the programme, but you think not to a sufficient extent?—Not to a sufficient extent. Now you are told to learn outlines of history covering certain periods. It seems to me, judging by the papers, that an occasional question—I don't say the bulk of the questions—but an occasional question creeps with very great frequency into the papers which upsets any ordinary notion as to what "outlines" means.

1834. Just give us an example?—I could not recall an example at the moment of questions actually set.

1835. Put an instance yourself?—Suppose you want to study the outlines of Irish history or Roman or Greecian history, if you take an ordinary elementary book of outlines of history, and prepare your pupils in that book, then they will go in for the examination and find a question or two questions which were not included in that particular book at all: and not only that, but you might get two, three, four, or five different books of outlines, and not find these questions answered in any of them. If you take books decidedly more advanced in character than mere outlines, you will get these questions answered, so the master of the class is driven to supplement very largely what would be in an ordinary text-book by a number of points got from more advanced works. I know that in other subjects like grammar it is the same. Take French grammar. A boy is supposed to learn the outlines of grammar. Get a good standard grammar, give that to the pupils to learn, and there are in it a certain number of exceptions, for instance, in the formation of the plural, and the formation of the feminine—these are the chief ones that are turning up every day in learning French. Some pupils know all these at their fingers ends, they go into the examination and get a number of strange questions. The only thing a teacher can do is to give the text-book and supplement it by every possible example that he thinks is likely to be useful.

1836. You suggest that as far as possible a standard book should be named?—Yes, as containing the necessary matter, or as nearly as possible equivalent to it.

1837. You know there are great objections to that course on the part of a great number of high educational authorities; does it not give a great preference or advertisement to a particular book?—Undoubtedly it does and it would be very useful for the author of the book. But what I meant about a suggested text-book was not that there should be a compulsory text-book in the hands of the pupils, but that there should be one that indicates approximately the amount of matter necessary to be known, so that any question clearly beyond the range of what was in that book could be objected to by the Assistant Commissioners or by a permanent board of examiners, if any examiner proposed to set such a question.

1838. Could not the difficulty be met by an instruction to examiners not to set any question that could not be answered by any student who had attentively studied any of the ordinary outlines?—I think so.

1839. We had a difficulty in another educational institution with which I was connected on that subject, and that was the ultimate way in which it was solved?—I think that if that instruction were given to the examiners it would ultimately come all right. After some time people would have confidence that the examiners would not wander into all sorts of

matters outside of what was reasonably supposed to come into the programme.

1840. Most Rev. Dr. WALSH.—Then you could not ask anything that was not in all these books?—No.

1841. CHAIRMAN.—Have you anything else you wish to add in your private capacity, before I bring you to the fact that you are representative here of the Catholic head masters?—I think I have answered everything.

1842. You are, I think, secretary of the Standing Committee of the Association of Catholic Head Masters?—Honorary secretary of the Association generally, and also of the Standing Committee.

1843. And I believe there have been numerous meetings of the Committee and of the Association upon the subjects of their recommendations to us?—Not very many.

1844. There have been some?—We had a meeting, a report of which was sent to the secretary to the Commission.

1845. Upon some of the subjects upon which you have given evidence the members of the Association of Catholic Head Masters are not altogether in accord; is not that so?—Yes.

1846. When we asked the Association of Head Masters to appoint a representative to represent them here, you were appointed?—Yes, I was elected.

1847. By the Standing Committee?—By the Standing Committee.

1848. But the Association themselves have sent in certain suggestions that are printed in this book at pages 372 and 373, and we are to take these as being the views of the body as distinct from the views of any individual member of that body, who is, of course, at liberty to hold his own views?—Quite so.

1849. Mr. Justice MADDEN.—Father Murphy, if we were unfettered by legislation, what we should do would be to adopt what was, in our opinion, having regard to the evidence before us, the best test of the amount and efficiency of educational work of an Intermediate character given in a school?—Yes

1850. You regard, as you have told us, inspection as a better test than a public general examination held for the whole country?—Yes, I think so.

1851. But you are aware that unless we obtain additional legislation the latter is the test upon which the payment of results fees must be based?—Yes.

1852. I am sure you will agree with me that inasmuch as legislation cannot always be got for the asking, it would be a wise thing to see how far we could under the existing Act minimise the evils of the system to which you have called attention?—Yes, and I have tried as far as may be to do that in my replies. I prefer the inspection, but all the suggestions I make in reference to the rules are made on the assumption that the inspection will not be substituted for general examinations. But if I might say one word, I think the phrase general examination is a misnomer as applied to Intermediate examinations. It is an examination which tests not more than one-third of the school, and leaves two-thirds absolutely untested.

1853. I don't use it in that sense. I mean one examination held for the entire country?—I know that. I don't think it is a test for the school, or ought to be called the test for the school, seeing that it only tests one-third of the school. Furthermore, I wish to mention that the results fees paid on the one-third of the pupils passed are about three times too high; so that the Intermediate Board is really paying a reasonable result fee on the two-thirds who are in no possible sense tested by the examination.

1854. So long as we are hampered, if I may say so, by the existing Act, all we could do would be to endeavour to approach as near as possible to a system of capitation grants founded on inspection; that is, if we agree with you that this is the ideal system?—Yes.

1855. You would regard as a considerable boon the establishment of an efficient system of inspection. Ought submission to that inspection, including *viva voce* examination, be a condition preliminary to getting any grant from the Board?—Yes.

1856. Would it be, in your opinion, possible to test, though not to the full extent, the methods of teaching in a school by a system of inspection, submission to which would be a condition of receipt of fees based upon a general examination?—I think that would be, as far as I can judge, the best thing that could be done under the existing Act of Parliament. I think it would be a very decided improvement on the present system and very probably would pave the way for the introduction of the complete change.

1857. If we were successful in obtaining additional legislation empowering us to pay upon the results of inspection, would you approve of a suggestion that was made by Monsignor Molloy to the effect that if we obtained that legislation, and came to the conclusion that inspection was the ideal system, it would be judicious to introduce it tentatively, and apply it at first only to a certain proportion of the remuneration of the schools, or would you substitute at once the novel system?—I agree with Monsignor Molloy, it would be better in the first instance to introduce it tentatively. It would appear to be unreasonable to substitute the new order of things all at once. It would only be reasonable to allow the schools to get themselves out of their present groove, and fit themselves to a very different type of test, and consequently I think it a very admirable suggestion of Monsignor Molloy to introduce that system tentatively, and in that very hope I say, even under the present Act of Parliament, the introduction of the system tentatively would lead ultimately to its complete adoption.

1858. You say you have observed in examination papers evidence that the examiners did not appreciate what they might expect from the boys of different grades?—Yes.

1859. Do you think that this very serious objection could be very largely got rid of by the establishment of a permanent board whose duty would be to graduate the papers, amongst other things, and to see that they were fairly proportioned to the age of the students, as well as fairly proportioned between pass and honour students?—I think a good deal of it could be got rid of in that way, because a board like that would gradually acquire experience enough to know what would be required, and to make that board one of that kind it should be, mainly or entirely, constituted of those who had been teachers.

1860. It was with reference to your suggestion that I asked the question. You recognise that there would be practical difficulty in getting such a board, because of those who have been engaged in education for a time, some may have passed to a more exalted sphere, and it might be difficult to enlist their services, and perhaps those who had ceased to be so engaged and had not been successful, would not always be the most desirable?—Yes.

1861. You think that practical results might possibly be attained by having what I might call a practical examining board?—Yes. What I had before my mind was merely the idea that experience is necessary to know what ought fairly to be expected from boys of a given age.

1862. There is an important question as to which I would like to get your opinion. You are in favour of separating honour and pass examinations. Now, how would you practically do it; would you have one and the same examination—by that I mean would you have the students all examined at one and the same centre, giving two papers, one a pass paper and the other an honour paper, with the understanding

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that a student should declare himself, so to speak, and apply himself either to the pass or the honours paper; or would you have two separate examinations —first the pass examination, and then subsequently an honour examination, including possibly a *viva voce* examination?—I should be inclined to prefer the system of one examination for the reason mentioned already. In connection with *viva voce* examination, I think it should not enter into the competition, and should not be anything more than a condition preliminary. I don't think that a *viva voce* examination itself ought to enter directly into the results of competition. Of course, assuming you had separate examinations for pass and honours, *viva voce*—I speak still of a general examination rather than a detailed examination of individuals—the examination of those who were about to be presented for honours might be of a higher type than the examination of those who were supposed to go for a pass. But I don't think that the examination at which the honours would be ultimately decided ought to have a *viva voce* element, solely because I don't think it would be practicable, and for that reason I prefer to have only one examination rather than two.

1863. You rather agree with Father Delany, who said he thought that for the mere purpose of testing knowledge a written examination was the better of the two, but you would have a *viva voce* in order to test methods of teaching?—Yes.

1864. Another important question is as to the age in our courses at which specialisation should begin; you think it should not begin before the Middle Grade?—Yes.

1865. I would like you to address your mind to a question arising upon that; if this were so, and if we retained the Preparatory Grade, there would be two grades of what we may call a uniform course?—Yes.

1866. Do you think the amount of Latin and Greek that is acquired by a student who passes only up to that period is a part of a real education?—In the first place I think that comparatively few students take up the study of Greek without the intention of continuing it right through and reading a classical course. With regard to Latin I do think that even that amount of Latin is a very important part of their education, and I think it would be a pity to divert them from that at such an early stage.

1867. Don't understand me in the least as differing from you—I entirely agree with you. You consider what is called a grammar school education—by which I mean an introduction to the ancient language and ancient civilisations—is the highest class of education, with a course of mathematical training also?—Yes.

1868. You used the expression, that the tendency of your suggestion would be to run a boy into a more liberal course?—Yes, because it would be more practicable.

1869. Having regard to the circumstances of our country, or, indeed, of any country of modern times, don't you think that there is a very large proportion of the population that are practically precluded by the exigencies of life from adopting the very highest and most ideal form of education, but that they might get a very good education from what might be called the modern or scientific side; in other words, would have a system that would run a boy into what you and I would call the higher education?—My experience teaches me that the parents of the great majority of boys are perfectly well able to take care of themselves in that respect, and will not allow boys to be run into higher education to any great extent. They will be tempted into it if you give a very large number of exhibitions and prizes, and opportunities of direct pecuniary advantage out of it; but as between one system and another, parents will not allow the boys to be run into that system of education which is unsuited for them, and for that very reason I fear the division of the programme into courses would tend to kill classical education in the country, because the tendency which has been already shown would be intensified, for, if the people had the opportunity, they would simply starve out the classical course, and that would be an end of it in the country.

1869A. Rev. Dr. SALMON.—There are a number of parents in the country who don't want their children to learn any language but English, or anything but what will be useful to them in commercial life; that is what you describe as a third class school?—Yes.

1870. Would you consider that a class of boys who should come within our province of education at all?—In my opinion they are not, but at the same time I think that without a substantial change, such as I have suggested, in the primary system it would be very difficult in the peculiar circumstances of this country to entirely exclude them. I think that they should be provided for, that that type of education should be provided for by an extension of the primary system. Failing the existence of that extension of the primary system in the country at present, I think that such a provision as this might be made for them—namely, that you ought to take into consideration that you will have a certain number of people of a respectable class who will desire to send their children to schools that are regarded as respectable, and at the same time don't want their children to get any other type of education except that which I have described, and I think if the scheme were made so elastic as to include these children, and give them a useful practical education, satisfy the parents, and make it fairly remunerative to the school, a considerable amount of good would be done without disturbing the system in their interests. The other scheme of completely dividing it into courses, and making one course just as important as another, and just as useful from the pecuniary point of view as another would, I greatly fear, tend to the very thing that you say, that is, defeat the work of the Intermediate Board, and make provision for what I think ought to be done by primary education for the third-class schools.

1871. How would you provide for third-class schools?—By a results fee system at present, or, under a system of inspection, having a programme for those boys.

1872. For exhibitioners?—For exhibitioners I should not be inclined to give any particular facility. If they were able to make a programme of that type that will get them exhibitions, let them. If not, let them not get them. I don't see why if a boy wants to come into a school which is mainly suited for boys of different aims and education, the system of that school should be upset to enable him to get the highest honours that that system provides.

1872A. With regard to division into courses, what I have in my mind is not so much distinction of subjects as distinction of weight to be attached to the subjects. For instance, if you were making a course for boys to enter a university, Greek would be very important. If it was for girls we might not discourage them from learning Greek, but we would not attach to it the same importance as we would for a boy intending to enter a university?—Yes, but, of course, I take it to this extent I would be right, the moment you speak of different courses you mean not merely attaching more importance to certain subjects in the way of giving greater marks to them, but requiring a larger programme on those subjects. I mean to say, suppose for one course you allow Greek 1,400, where it was a classical course, but where it came in as a subordinate course you might only allow it 500, you would not mean, of course, that it would be the same amount of Greek. Suppose you took the present intermediate programme, if that were to

be divided into three groups of subjects, you not only would have a classical programme or grammar school programme, having the present amount of marks for classics, or an increased amount, but you would have an increased amount of classics to be learned. In other words, I don't see how you could call it specialisation unless there was something like that.

1873. It would take too much time to discuss that. I only wanted to throw out the idea that the distinction of courses might be made, not so much by the distinction of subjects to be learned, but the distinction of weight to be attached to them?—I fully agree with that, but it would be a desirable thing to produce this result by making the courses elastic rather than by a formal division.

1874. Now I want to come to a very important subject, that is capitation grants. You say a school that gets result fees with 100 pupils gets it on the performance of 30?—Roughly speaking.

1875. As far as the pupils are concerned they are not concerned at all with the results fees. Now as to the schoolmaster, is it not rather a way of putting things than anything else, to say you give him this money as a reward for teaching 30 or for teaching 100, if he gets the same reward is it not the same to him?—To him it is, but not to the interests of education.

1876. What is the result?—You say to the schoolmaster "I put before you a certain programme, and a certain standard of examination in that programme, and then you select as many of your pupils as you think right to present for that examination. I will examine those, and we find as a matter of fact that about one-third will pass in the ordinary way, and then I will pay you about three times as much fees as I ought reasonably to pay for that in order to cover the entire of your school." The reason I say that system is not a good one is there is no provision to test whether the schoolmaster does anything for the remaining 66 per cent.

1877. That does not affect such a system as Dr. Molloy proposed where the answering of the 30 should be the basis of the distribution of the money with deductions according to the provisions made for education in the school; but what I want to come to is this, the advantage of the system is that the 30 we are quite sure of, they pass the examination and are publicly tested, we know all about them, but if you pay by capitation grants on the numbers in the school —the inspector could not possibly examine every boy, how are you to know whether the other 70 are real pupils, they might be these third grade pupils, boys who ought to be in a primary school, or old boys that were brought in, in fact we should have no test?—The difficulty about answering that question fully would be that it goes into very minute details, I think there should be a series of rules drawn up for the guidance of the Inspectors. Take, for instance, what you call the third grade education, that should be admissible in the school only by the authority of the Intermediate Education Board under certain conditions. The inspector, I think, ought not to examine every pupil in the school, certainly not with a view to specifying the amount of results fees payable on the pupils, I don't think that ought to be introduced into the Intermediate system at this time of day, but I think the inspectors could very thoroughly satisfy the Intermediate Board that a certain school, call it school A, is in every department an efficient school, well worked, they have gone in there and found a good staff of masters, they have gone to the horarium and seen that every subject is amply provided for in that by a master, who has taught well in their presence, that that horarium is kept up to, they have gone into the school from time to time and found every class was going on all right, that there was a good apparatus for teaching natural science and the students showed a familiarity with the experiments, which could only come from constant practice. That would be the inspector's report on the school, generally, showing that it was a well taught school, unless the masters are thorough schemers.

1878. Could you exclude the possibility of their being thorough schemers, if you allowed their own school rolls to be the test of everything; might not the school rolls be crammed up with bogus boys?—Oh, well, of course they would have to show up.

1879. At present the thing is thoroughly tested, we pay for the pupils who are really found to possess a certain amount of knowledge, and we know that we are on firm ground, but if you pay by the school rolls we are on shaky ground?—On the ground that the school rolls may be made up?

1880. There may be a number of pupils who are not really what we should call Intermediate pupils at all?—That would be a matter of detail which would have to be decided by the Board. In speaking of capitation it may mean on every pupil in the school, even if they were only learning distinctly primary work with a view to widening that into Intermediate education. I think that would be a legitimate thing for the Board to do, but the Board might refuse to do that and capitation might not cover more than 80 per cent. of the pupils. But I think in any system that could possibly be introduced, there would be the element of danger that a thoroughly unscrupulous head master would find some way of tricking the Board, and no system will ever be introduced that gives greater facilities for that than the present one.

1881. You must remember that a Board like this can only deal with general principles, they cannot go into details, we must make a general system on which our inspectors can work?—Yes, Provost, that is my idea entirely, that you would retain your programme, that if the school wished to make any departure from that programme it should submit its own programme to the Board, and whether the school would be entitled to change should be decided not by the school but by the Board, the school should submit its horarium of work, in anything the Board considered necessary to be done, there should be distinct authority for it, and the inspectors should go in at all times to see whether that was being carried out. That should be simply the basis of the system. It would be impossible for me to conceive a system of that sort well carried out through the country without having an efficient system of schools in the country and the greatest possible good done for education.

1882. We have to distribute a certain amount of money in many schools, and if we make the number in the schools the test for paying the money, I don't know that that would command public confidence?—I would not make the number in the school the test, but the number in the school receiving the type of education approved of by the Board, either laid down by the general programme of the Board, or a programme submitted by the school and approved of by the Board.

1883. There was one thing I did not understand, that you would approve of a payment for the Preparatory Grade if combined with inspection?—I mean if I have in my school boys between 12 and 14, and I am teaching those boys with a view of giving them an Intermediate course, I hold that the type of education I am giving these boys is a type of education the Intermediate Board can legitimately pay for. But if you regard the Preparatory Grade as portion of the Intermediate system with a system of prizes and exhibitions as at present, then I say it is too soon.

1884. But if when that grade is finished and the pass examinations show they have learned something, would it not suffice if the school was paid on the boys who pass that examination?—The great danger I see, that which, I fear, actually happens at present, is that the exhibitions, prizes, and results fees paid in the Preparatory Grade are inducing numbers and numbers of boys to take up an education which is emi-

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nently and utterly unsuited to them for the purpose of earning that money, I don't wish to encourage that.

1885. With respect to pass and honour questions, I have been asking already about whether it would be possible to have two examinations at different times, having regard to the arrangements of schools? —In reply to Mr. Justice Madden, I said I preferred one examination, I think it would dislocate the work of schools very considerably to have two examinations, I don't think there would be any proportionate gain.

1886. There is just this difficulty with respect to the paper for honour students: ought not that to contain a certain number of pass questions; because otherwise there would be the danger that a boy would say, "I need not know all these elementary things"? —Speaking in general, I would say that the present type of examination is very well suited to the honour candidates.

1887. You spoke of religious examinations: you are aware that in those Oxford and Cambridge local examinations you speak of there is nothing paid for it?—Oh, nothing paid.

1888. Our business is, in fact, to distribute a certain sum of money entrusted to us by Parliament, how can we provide out of that for these religious examinations. Some people might not wish for any payment? —What you mean is you could not pay for the expense of conducting them.

1889. We might pay for the expense of conducting them?—That is all I would look for; I would not like the religious examination to enter in any way into competition; I don't think it would be desirable.

1890. About *viva voce* examinations you omitted one important point, the power of cross-examination, I mean as deciding betwixt pupils, one of the most difficult things to examine is in Euclid without *viva voce* examination, because a boy may get a demonstration by heart and reproduce it without understanding a bit about it. In fact with a paper examination you can find out what a pupil knows, but you cannot find out what he does not know?—Yes, but see my proposition is this, I should not allow a boy to be examined in the written examination until he had first satisfied the inspector, or his class had satisfied the inspector, by a test *viva voce*.

1891. But you omit this important point, that we admit persons to our examinations, who have not been at any school at all, would you allow a boy to go into competition for exhibition if he had not been already at a school and obtained a certificate from an inspector?—Well, I should be glad to give facilities to everybody to whom it would be desirable, in the interests of education, but I do not think that isolated cases of that sort ought to be taken into consideration to such an extent, as that any important modification ought to be made in the rules of the board to meet them. As far as they can fall in with the system of education all right, but if they cannot, it is a pity for themselves; but I do not think the general system of education ought to be modified to bring these people in.

1892. As I understand, the modification you propose is that nobody should be admitted to the written examination who had not already passed in school at the *viva voce* examination?—Well, I only throw out the suggestion—it is a very crude one—could not pupils who do not belong to any school present themselves to the inspector at the nearest school to where they live?

1893. Mr. Justice MADDEN.—The condition is rather that there should be *viva voce* examinations in the schools?—Yes.

1894. We cannot expect you to solve all our difficulties?—My own point is that I don't think that whatever would be regarded as distinctly desirable in the interests of the school ought to be in any way modified in order to meet the interests of individuals.

1895. O'CONOR DON.—Has not the tendency of the present system been to drive students rather into the grammar school direction?—The tendency of the present system has been to drive a large number of students into the grammar school direction in the Preparatory and Junior Grade, but I do not think it has driven an undue number of students into the grammar school direction, with a view of continuing and completing it.

1896. Your apprehension in having the course divided in the manner suggested is that such a proposal would have a tendency in the opposite direction?—That is one of my objections.

1897. Because you consider that the parents would prefer taking up the utilitarian course rather than the grammar school course?—Yes.

1898. Why should not the parents be allowed to choose that if they think it desirable?—I have not the slightest objection to allowing the parents to do that; but it is another thing to have the Intermediate Board encourage that. If the National Board provided extension schools, I think that would be a very legitimate way for the State to aid and promote that type of purely utilitarian education. I speak of utilitarian education which aims merely at fitting a boy to walk into his father's shop or business; it is not the education which aims at a boy passing a Civil Service examination of any considerable difficulty, or leading up to a considerable amount of study at a technical college, with a view to getting advanced knowledge or something requiring a good deal of practical scientific attainments. I am merely speaking of the lower type of it, that which would be called the third grade. I say, if the primary system of the country provided pupils of that type, with facilities for that kind of education, it would be doing a very excellent work, but when it comes to be a question of the Intermediate Board doing it, what I fear is this, that you would there and then introduce into the country a group of schools which would be driven to doing either of two things, either to be classical schools or grammar schools proper, with nobody whatever going to them except those who wanted a grammar school education in full and right up to the end, or else these schools would be driven to try and take on two or three different courses, and do them all badly. They would get the pupils out of their locality to continue to come to them, and I fear that what would be done would be, a school in the lower grade would try to work the scientific, modern, and classical course all together, and do them all badly, and, at the same time, it would gather a considerable number of pupils into the school out of the locality. On the other hand, if the school were to throw out the scientific and modern side, and devote itself to the grammar school side, it would be starved for want of pupils.

1899. Your idea is that the whole of the amount given under the Intermediate grant should be given for Grammar School education?—Not by any means, but that the Grammar School education ought to be regarded as the legitimate basis of the Intermediate system of education, and every other thing ought to grow out of that, that pupils might learn a good deal more in the way of general education having a purely liberal tendency on their minds than would be given to them by a strictly utilitarian system.

1900. But if these students afterwards are to be assistants in their fathers' shops, and so on, as you mentioned, would it not be just as well for them that they had not learned this smattering of classical knowledge?—Consequently I should be very glad to see suitable schools opened for them in the country.

1901. But assuming there was no change in the primary schools, would you still be opposed to any portion of the Intermediate grant being given in the direction of helping this class of students?—No, I should not be opposed to help being given to these students, and in fact I have suggested under Rules 36 to 39 my idea of how help would be conveyed to them, but what I would be opposed to would be, giving such an amount of prominence in the Inter-

mediate system to this class of students as would run the risk of, by sheer weight of numbers, enabling them to crush out the others.

1902. Just one word on the question about the proportion of students in each school, taking the numbers presented for the Intermediate examination, am I to understand your statement that you think about 30 per cent. pass?—I think it is a little bit liberal.

1903. What proportion do you say are presented?—Judging by the result about a half.

1904. Taking the other half that were not at all prepared for the examinations, what proportion of them would you say were excluded by the limits of age?—Between the limits of age and the difficulty of the examination I take it that fully one-half would be excluded.

1905. I don't think you understood my question: 50 per cent. are not taught now at all for the Intermediate Examinations; and I ask you what proportion of that 50 per cent. are excluded by the limits of age from going in?—What I mean is this: that they are excluded not merely by the limits of age, but they are excluded from the very beginning of the year by the difficulty of the examinations. There will be certain students, even though they are students in the school, that work up from 10 or 11 in the school, that will never be presented; they are not excluded by the limits of age but by the difficulty; and between those two classes fully half are excluded.

1906. I am asking you what proportion of the half belongs to the first class and what proportion to the second?—I could not say that straight off, I think it would vary immensely in different schools. The proportion now in town schools for instance, such as our schools in Limerick, excluded by the limit of age would be very moderate compared with the proportion excluded the other way. On the other hand, I think where you have schools such as many I could name, boarding-schools in certain more or less remote centres in the country, the way they get their pupils would, in my opinion, render it a certainty that the majority of those excluded would be excluded by the age limit. I think it would be very difficult to answer the question as you put it.

1907. What is the general age of the students who go to your school?—We have a day school and a boarding school, those coming to the day school would on the whole come between 10 and 13.

1908. And the boarding school?—Rather higher, some come as early as 10, but not many, 14 or 15 or 16 years.

1909. You have told us that in your opinion the minimum number of pupils who should constitute a school should be 30?—Yes.

1910. Would you require, in considering whether it would be a school which should be assisted, that any proportion of that number should present themselves for examination, under the Intermediate system?—What I stated further with regard to the school would imply that such a school ought to have all the grades in the Intermediate either in actual or potential work, that the school should be ready to carry them on, and with regard to the number of 30, I find on looking over the numbers actually of the schools as given in the begining of this appendix, that 30 would exclude a very large number of schools, and very possibly would exclude some desirable schools, and, consequently, I don't attach any great importance to the number of 30; but I wish to say this further, even if you take 20, you will find it will exclude an immense number of schools, and I don't think you should fix a minimum lower than that if you want to have a proper school, and therefore I have fixed 30. If the Board wish to include certain schools I think it ought to be easy enough to frame conditions, besides the mere number of pupils in the schools, as for instance the number of other schools in the same locality. It might be easily enough arranged that schools, even if they fell below 30, would not necessarily be crushed out of existence if they were doing useful work. But a remark was made some time ago that certain schools with less than 40 did good work—and what appeared to be alleged as the proof of that was that they got exhibitions. Now I could tell the details of the case of a school where you had a master and a mistress, pupils were brought in of every kind and type to the school; to work it up, the school began about 9 o'clock in the morning and went on until about 11 o'clock at night. The situation and position of the school were extremely undesirable. The reason of having it going all through the day and even into the night was to get at all the work of the school; it would not be the same students who were there the whole time; but every school influence was killed, the place was undermanned, yet that school earned substantial results fees well over £100 in the year, and earned a couple of exhibitions. I don't think it would be desirable that that type of school should be possible under the Intermediate system.

1911. Would you require that there should be a minimum number of pupils presenting themselves for examination?—I feel a considerable difficulty about that; it would vary so much from year to year, and it is so little in the power of the teachers. I am largely inclined to feel that if you get satisfactory evidence that a school is efficiently worked in all departments, it is better to be satisfied with that than to be looking for more in detail. It is for that reason I say that, if you had a school with suitable provision for teaching all classes of Intermediate students, I don't think the school should be penalised, because in a particular year it could not get Senior Grade or Middle Grade pupils.

1912. Your evidence has been to the effect that the Intermediate system has worked very badly, but I find at the end of your suggestions you say it has many excellent features. You have not told us what those excellent features were?—I think I began my reply with that. I think it has stimulated the schools. I agree with what has been said in that respect. I agree that it has introduced method, and a spirit of work amongst the pupils, and I agree those are very excellent things, but it has introduced those things by methods, which, when continued, have led to the misdirection of these very things themselves. I have said that it was a system which perhaps was admirably suited and certainly proved itself well suited to the conditions of stagnation in which it found many schools in Ireland in 1878. But it ought to have been totally changed, as I hope it will be now, or it ought to have had in itself from the beginning an element of elasticity which would have enabled it to change when the schools changed.

1913. Have you at all considered the advisability of having separate and distinct examinations for boys and for girls?—I think it ought to be either of two things, you ought to have separate courses or only the one examination.

1914. If there is to be only one examination the boys and girls should compete with each other?—Either that or a separate course. I certainly think there ought to be a separate course.

1915. The present examinations are not suitable for girls?—I don't think so at all.

1916. Rev. Dr. SALMON.—You would not exclude a girl from coming up to the present examination if she wished?—Not at all.

The Commission adjourned until the following morning.

Jan. 18, 1899.

FIFTH DAY—WEDNESDAY, JANUARY 18TH, 1899.

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

Rev. ANDREW MURPHY, President of St. Munchin's College, Limerick, further examined.

Rev. Andrew Murphy.

1917. Rev. Dr. TODD MARTIN.—You spoke of the desirability of greater elasticity. I suppose with regard to the selection of subjects?—Yes, that is one of the points.

1918. And I gathered that one point was the requirement that a language other than English should be taken in the Preparatory and Junior Grades?—In the Preparatory and Junior Grades, yes, but not in the Middle or Senior Grades.

1919. I understand you would then allow in the Preparatory or Junior Grade the choice of a course based only on subjects taken in the better class of primary schools?—Yes.

1920. Now, you told us also that there are parents who send their children to schools like yours not intending that they should go on in a course of higher education, but intending them simply to go into business after a short time?—Yes, but I would say that those would be a small minority of our pupils.

1921. I understand that would be so in your school?—Yes.

1921A. Now, how can you prevent the swamping of the real Intermediate schools by schools providing mainly for that sort of elementary education?—That is precisely the object of my suggestion. I do not want to provide mainly for that sort of education; I do not want that the Intermediate Board should make anything like chief provision for that, and I fear that if any attempt were made to split up the Intermediate programme into courses, the schools which would go in mainly for that would swamp the resources of the Board to a very large extent.

1922. Does not our present requirement tend to prevent that development of the merely elementary side?—Yes. But your present requirement is open to abuse on the other side, as it enables schools to take up a mere smattering of Intermediate work, and to earn large results fees by doing that; I consider that a decided misfortune.

1923. How would you limit in an Intermediate school that English department?—I believe that in an Intermediate school proper that English department would be a mere subsidiary department of the school, and for that reason I consider that the suggestion I make in my answers to the queries would be a fair and reasonable one, that it would enable the heads of such schools to do something for that class of pupils that would be of real advantage to the pupils, and at the same time would be fairly remunerative to the schools. I had no idea of getting it on a level with the other course. But at the same time I think that it would be essential that if you could not get a strict definition of all Intermediate schools, at any rate certain conditions should be drawn up by the Board which should be fulfilled by an Intermediate school, and they should be of such a nature as to prevent any school except a *bona fide* Intermediate school getting a grant under the Board at all.

1924. You do not object to giving a considerable advantage to the Intermediate side, that is, the side in which the Classics, say, form an important subject?—It would appear that it ought to be the object of the Board to give the weight of advantage to that side.

1925. It has been objected to that we give undue weight or advantage to that side, and withdraw pupils who should be giving themselves to the other side. Is that a valid objection?—I do not think that is a very valid objection. I think there is nothing like undue advantage given to it in the present programme, and of course the question at issue in reality between the present programme and the criticisms that have been made recently would be the question of specialisation, and it does not appear to me to be desirable that specialisation should commence at a very early stage.

1926. Excuse me; the objection, I think, taken to our programme is that it tends to specialisation on one side?—Of course you might say that it tends to the omission of mathematics to a considerable extent. That is on account of the difficulty of the examination. I don't think there is anything in the nature of the programme which tends to the omission of mathematics, but if pupils find that the mathematical papers may be of an extremely difficult type, and that the possibility of passing in a language is distinctly easier, of course they naturally will take the language instead. But I do not think it is anything in the nature of the programme that has excluded mathematics.

1927. Of course, you have looked carefully into the valuation given in marks to each subject?—Yes, I have.

1928. Have you any suggestion to make on that?—I made a few suggestions in my answers to the queries, but I really do not like to make any further suggestion, because I think it would depend a great deal upon a number of other questions, as, for instance, whether you would retain one general programme or divide it into groups, but I have made suggestions for raising the marks for natural philosophy and chemistry, and also for book-keeping.

1929. Now in regard to specialisation. You think that that should not come till the students reach the Middle Grade?—I do not think it ought to.

1930. Have you thought of this difficulty, that those intending to enter commercial pursuits cannot remain over 16 without great disadvantage?—Yes. My main answer to that would be this, that pupils who require that type of education largely—there may be a small number of exceptional cases for which I should hope to provide under the suggestion I made in my answers to queries—but largely that type of pupils would require an education that I do not consider Intermediate in any sense. I think one point of distinction between high class primary education and Intermediate education is this, that

high class primary education aims at purely utilitarian ends, and naturally tends to come to an end at a certain given point. If you want to prepare a pupil for a particular kind of business or particular type of a lower examination, you have a certain definite amount of geography, history, arithmetic, and the like that he wants, just in the same sense as a skilled artizan wants to get skilled in the use of his tools.

1931. Will you take this case. I was speaking recently to the head of a great ship-building firm, Messrs. Harland and Wolff, and I asked him at what age he thought a lad should go into that establishment who was to do the best for the establishment and for himself, and he said, "Fifteen, but, if he is a boy of slow development, he might be sixteen, but not later." Now, boys who go in for that apprenticeship were not artizans, but sons of professional men, merchants, and others. Are we to put that class aside, or how can we meet the difficulty of the education of these?—That is an exceptional case, such a firm as that. And, furthermore, there must be some very important educational department provided for those boys after they get into that firm. It would appear that it would be a simple impossibility to provide any type of education for a boy up to fifteen years of age that would enable him afterwards to take his place in society as one who had got a liberal Intermediate education. If the education is narrowed down to a purely commercial purpose and object, I can understand how useful education can be given up to that stage—that is, education, I say, which holds the same place with a boy as the training of an apprentice would hold for a trade. But if you want to provide Intermediate education for such pupils—in other words, the beginning of Intermediate education in some useful type, whether classical or modern or scientific—of course it would be naturally scientific in the case of that particular firm—if you want to do something like that, I think they simply get the mere beginning of Intermediate education, and it would appear to be absolutely essential that there should be some educational means of carrying them on after they had entered the firm.

1932. Take the case of another firm, the head of which I met recently, a firm having a large Continental connection. I asked him also, and he said, "Certainly not later than sixteen"?—Of course it is quite easy to understand that from the point of view of the people who want the boys to be trained into their business, at an early age, but it scarcely seems to be quite the same from the educational point of view. It would be a difficulty that has to be met, but I do not think it ought to interfere with the educational principle.

1933. You see it has been charged that this system is a failure in that it brings boys as far as 16 and drops them there. Now, for a large number of boys attending the better class of schools the limit of school life must be 16 if they are to succeed practically in business, and I want to know how you would deal with our programme so as to give the best education possible to those boys?—I think if my suggestions were adopted; if foreign languages were made unnecessary; if the marks were raised for Natural Science, Natural Philosophy, and Chemistry, and the marks also raised for Book-keeping; if any other commercial subject could be usefully introduced and marks given similarly for it, it would be easy enough, even in purely Intermediate schools, to give an admirable education to boys of that type. And I think the reason for the failure of the present system is not so much that it drops boys at 16 as that it draws in to itself for the mere purpose of obtaining money hundreds and perhaps thousands of boys who ought never to have got that particular type of education at all, as it does not suit them.

1934. Now for the evils which you, as the head of an important school, feel in connection with the present system, the main remedy you propose is inspection?—Yes.

1935. I do not want to contend against your position in regard to that, but I should like to hear your view as to the opinion of, I think, perhaps the most eminent English teacher of our generation, that is, the late Edward Thring. I find in a letter of his this statement in regard to inspection under a Government Commission: "The late Commission," he says, "sent down here a young Fellow of Trinity, a Rugby man, to report on the school. He was a man who had just attained the sort of distinction I had 25 years ago, and others of our masters since. What regard was due to his opinion, trained as he was in an antagonistic system, and lacking our experience?" And then he adds: "If this feeling is pretty general, as it must be, from the circumstances and nature of things, in a given number of years the inspection becomes either a farce or a tyranny"?—It would appear to me that the objection there was mainly to the type of inspector selected, a man who was trained under a different system, and who, being a young man, had practically no experience. Of course, if you had a system of that sort adopted, naturally inspection would be very unsatisfactory, and I believe myself that an inspection system, no matter under what circumstances it is introduced, whether as a mere aid to public examination or for the more efficient testing of the school as a substitute for the public examination, I think in the beginning, at any rate, it should be carried on largely, if not wholly, by men who have had long experience of Irish schools, and who know the circumstances and condition of the country. I do not think you would find anybody advocating the introduction of a system of inspection where you would start off by appointing young men merely of scholarly attainments and sending them round without knowing anything whatever about the difficulties that the schools have to contend with.

1936. Would you agree with a suggestion that the inspectors should be either Englishmen or Scotsmen?—I do not think so, because all the circumstances of school life to which they would be accustomed would be absolutely different from what they would have to deal with here.

1937. There is another statement Edward Thring makes:—"A system of examination and inspection in proportion to its power is death to all original teaching, to all progress arising from new methods, and even all improvement which is at all out of the routine track." Do you think that that is a fair criticism?—I think there is a great deal of soundness in it, but it is for that very reason—the desire to avoid that crushing out of originality—my idea has been that the inspection ought not to go beyond satisfying the inspector or inspectors that the school is being efficiently worked, that the school buildings are suitable, that the school staff is suitable and efficient, that the horarium embraces all the work of the school in a suitable manner, that, as tested by surprise visits and otherwise, that horarium is strictly and carefully carried out, and so on; that the apparatus for the illustration of Physical Science, and everything else that is necessary for the school, is there and is being used. I should be inclined to think that any Board might fairly and reasonably be satisfied that, if those conditions were complied with, the school was doing good educational work, because it would imply an amount of dishonesty, and purposeless dishonesty on the part of the teachers of the schools if they were not.

1938. Here is another statement:—"Teaching is not possible when an inspector is coming to count the number of bricks made to order; but an inspector destroys teaching, because he is bound by law of necessity to examine according to a given pattern, and the perfection of teaching is that it does not work by a given pattern"?—I think that is perfectly true of

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inspection as under the National school system. Where the results fees of the individual pupil depend on the inspection, of course the same inspector having the same standard before his mind will turn them into bricks out of the same mould. But all along I have avoided anything like inspection going into such minutiæ as that. My object is to have a general inspection.

1939. Here is a specimen, I suppose, of what occurs under inspection. Thring writes, in regard to the report on his school, which was one of the most successful in England—"I have just read the report, and I am vexed and amused at it. It is just what I expected. The calm assumption of infallibility which underlies a courteous document is very amusing if it were not also very noxious—the quiet supposition that their ways of work must be right. I quite see how deadly such a deadhead would be on English education"?—I think the way to remedy that would be not to have the same inspector continually going to the same schools—that the inspectors should go round in rotation—that there should be a body of inspectors under the Board; say you had nine inspectors, that would be three mainly on the classical side, three on the modern side, and three on the scientific side; let them go round in rotation, let them not go always to the same school, and if you were getting nine different men into the school one after the other, and—as I explained yesterday—the master having in every instance a right of appeal to two head inspectors provided anyone interfered unduly with the school or gave an unreasonably unfavourable report of the school, I think, if you have sufficient variety in those who go to inspect a school like that, there would be very little difficulty, such as that of one man being able to enforce his own fads and things of that sort. I think there is no doubt whatever that any system, no matter what it be, would be open to grave objection, and I do not think people ought to be frightened back by the objections. I believe the fundamental objection to the present system is that it induces, in the case of even its best pupils, a bad education, an utterly unsound education; and then I believe it pays for all the pupils in a school in reality without making any test whatsoever of two-thirds of them.

1940. When you say that the system gives bad education to the boys, that is, that it induces schools to do that?—That it induces schools to do that, decidedly.

1941. Dr. BARKLEY.—I think you told us yesterday that you considered that the Oxford and Cambridge local examinations had solved the religious difficulty as regards religious instruction being examined?—In principle only.

1942. Have you looked at all at the papers set at those examinations?—Yes, I have seen the papers; that was the reason I confined myself to saying that they had solved the difficulty in principle. I should not consider there was any very great advantage in introducing similar papers into Ireland. What I mean is, that they have solved the principle to this extent that they have allowed the members of one church to have papers set for them by members of their own church, and then they take the members of another church and they allow the clergy of that church to set the papers for them.

1943. Is that quite certain? I think if you will look at the papers you will find that the papers set to Roman Catholics and to Protestant Dissenters, and the papers set to members of the Established Church of England, with one exception, are almost precisely the same, except that translations from one version are substituted for translations from another version of the Holy Scriptures?—At the present moment I could not give you the proof of it. I had the proof before me some two or three years ago, when it was introduced, and I feel absolutely certain that the papers for Roman Catholics are set by a priest. I know it is so, and that the thing has been altered within the last two or three years.

Dr. BARKLEY.—If you look at that paper of St. Matthew, for Roman Catholics, and the corresponding paper preceding it, which was set for Protestants, I think you will see that the only difference is that they are to use the Douay version instead of the authorised version.

Most Rev. Dr. WALSH.—For what year is that?

1944. Dr. BARKLEY.—1898?—I do not see that that would prove very much.

1945. It seems to prove, does it not, that the papers are set by a general body rather than by separate examiners for each? The questions, you will see, are identical, with the exception of the quotations from Scripture?—Yes, except that the one is based on the Douay version and the other on the authorised version.

1946. If you look back at the Old Testament questions you will see that the same paper is set to all denominations without distinction?—Yes.

1947. That looks as if an Examining Board, on which members of your Church are represented, set the papers?—If you take this paper here, which is marked for Roman Catholic candidates only—take it as it stands—it is a paper based on the Douay version of the Gospel of St. Matthew—a paper perfectly suitable for Catholic candidates. Then Protestant candidates would naturally object to being examined on such a paper as that.

1948. But the papers are identical, with this exception, that the references are to the Bible in the translation they would naturally have used. But if you come to the passages from the Greek, they are from the original—they are not from any version?—Yes. It would appear, besides this, they had as one of the compulsory parts of the Oxford Senior Examination an examination in Church Catechism, but that has been dropped now; they have substituted Church History.

1949. That part is not dropped apparently in 1898; there is an examination in the Prayer Book of the Church of England?—In the regulations for 1899.

1950. In the regulations for 1899 they have the Catechism of the Church of England; but as there are five subjects, of which only two are to be taken by any candidate, neither Protestant Dissenters nor Roman Catholics need take that up: they can take one of the Books of the Old Testament as a substitute, for instance?—All I meant to say was that it introduces the principle of having Catholic and Protestant examiners for the purpose of setting papers that would be satisfactory to Catholics and Protestants. I should not care to see a religious examination under the Intermediate Board entering in any way into the competition.

1951. I understood that?—As it was pointed out by Dr. Delany, it is a blot on the system that religion should be pointedly and almost offensively excluded from it. And then the only remaining question would be—Could a system be devised which would not give offence to any party, and I think such a system would be to have every party examined in a paper set by members of their own Church—and then to have the papers as nearly as possible of equal difficulty, of course. I think that a still better illustration of how the difficulty could be bridged over would be found in the examination in certain portions of philosophy in the Royal University than even in the Oxford Local Examinations. I merely mentioned this as solving the principle of the difficulty by introducing examiners of both religions, but I don't regard the Oxford examinations as a satisfactory religious examination for students. I think the examination in the Holy Scriptures an eminently good thing, but I do not think for children it is sufficient.

1952. You would like to add to it an examination upon the distinctive principles of the different Churches in Ireland?—Yes, and on separate papers set for Roman Catholics and Protestants.

1953. Separate papers would be absolutely necessary in that case if that was arranged?—Yes.

1954. I think you have paid some attention to the statistics of Intermediate education in Ireland?—Yes, to some portion of them, at least.

1955. I had my attention drawn the other day to an article or articles which I understood were by you in the "Westminster Review"?—Yes.

1956. You compare the number of candidates presented to our Board with the number shown in the Census Report of 1891 as receiving superior instruction in Ireland?—Well, not exactly "receiving superior education in Ireland"; that would include universities.

1957. The Census returns enable us to exclude the universities?—But I picked them out of the Census returns only for the Intermediate schools.

1958. But there is a classification which separates universities and other colleges from superior or Intermediate schools?—Yes; I took superior or Intermediate schools.

1960. You know, of course, that those figures can hardly be compared with our figures, because we exclude all above 19 years of age from our examinations absolutely?—I merely gave those figures as a rough illustration of the great drawback of the system; I gave these figures, something over 24,000 pupils attending such schools, and 8,000 and odd examined under the Intermediate Board, and I considered that the margin of 16,000 could not possibly be accounted for in any way, such as you would say by the limits of age or anything of that sort, or also by the fact that a certain proportion of schools—a small proportion—especially there would be included amongst those certain female schools, convent schools mainly, that do not go in for the Intermediate, and that would account for the omission of a certain number, which I had before my mind. It would be ridiculous to account for 16,000 pupils by any such principle as that. If you account for 4,000 or 5,000 it would leave a very substantial number belonging to the Intermediate Board, but not tested in any way.

1961. The Census report gives statistics of the schools giving superior or Intermediate education as distinct from the colleges. In 1891 they showed 474 with 24,271 pupils, but then there is an explanation that the pupils receiving superior instruction in primary schools have been tabulated both in 1891 and in 1881, and pupils receiving primary instruction in superior establishments have been eliminated. Then it is stated that "superior schools" include 5 training establishments in the County and City of Dublin, and one in the City of Waterford. Those training establishments alone would represent 535 students. May we not presume that those 535 would be all above the age of 19?—Yes; at any rate, they would not come naturally within the scope of the Intermediate Board.

1962. But they are included in the 24,000. Then we come to a classification of schools, according to the number of languages which are taught, and whether they teach mathematics or not. In the higher class of instruction they show 2,867 males and 13 females. Then there are nine other groups, but the lowest class, Class 4, includes schools which teach only Latin, or only modern languages in addition to English, apparently not teaching mathematics. Under Latin they have 276 males and 49 females in the lowest class schools; under modern languages 946 males and 6,865 females. Apparently none of the pupils in the class would be qualified for admission to our examinations unless some subject was taught in these schools in addition to English and Latin, or English and modern languages. There is no provision, for instance, for mathematics?—I can hardly believe that there is any school in which you have no provision for arithmetic, whatever may be the reason for not mentioning it in the census.

1963. There may be some arithmetic taught, but the return gives us no information on the subject. Where mathematics are taught, the schools are placed in a different group. When you find that 6,914 girls are in that lowest class of school learning English and Latin, or English and one or more modern languages, that, of course, reduces the total number in the ten groups very considerably?—Of course it would, but I said from the beginning that I believed that a large number of girls schools did not come within the purview of the Intermediate Board.

1964. The total of the ten groups—I understand this is the total actually attending these schools, and excludes those attending primary schools, but receiving a superior education—the total number of these ten groups is 13,886 boys and 9,614 girls. The proportions in our examination are very different. We have about three boys for every one girl that presents himself or herself for examination?—Yes; you can look at it in either of two ways. Schools, such as you describe for 6,000 girls, teaching English and modern languages, and not regarded as teaching sufficient mathematics, at any rate, to count as teaching mathematics—those schools, if they got a reasonable programme under the Intermediate Board, would naturally enough fall under the Intermediate Board, and would add on whatever might be necessary to complete the course. On the other hand, if you take a different way of looking at it, and take the totals of the pupils prescribed by the schools that actually are presented at the Intermediate examinations, this is a point upon which I can only judge myself from knowledge of a few schools, I think if you take the total of pupils returned to the Intermediate Board in November last and compare them with the number entered, you will find I am not very far out in saying that you have one-half or two-thirds of the pupils not tested or not passing the test.

1965. The totals given in that November list are very differently made up in different schools. Very likely in some schools they only return the number who are likely to present themselves at the ensuing examination. They only have to make up a limited number attending 100 days in the year?—Then the November returns are perfectly worthless.

1966. The November returns are for this purpose worthless?—I think on the face of that November return itself you are directed to return the name of every pupil in the school in alphabetical order.

1967. We have frequent cases of applications from schools for the entry of some names that were omitted from the November list whom they certify were attending the school at that time?—It seems inconsistent with the purpose of the list. Of course I merely take it that you could not argue much on that, because you could not be sure to what extent the schools were merely sending up a qualifying list rather than a total list. But even with that, you will find the number of pupils that pass, and the number they have in attendance, and it was in that way I came to the conclusion myself that about one-third of the pupils pass in a good school, and about one-half are presented.

1968. There are also National schools which send up no lists to us at all. I find that at the time of the Census, in addition to these training establishments, some of which were connected with the National Board, there were two National schools classed as giving higher education, because so large a proportion of the pupils were being taught something in addition to English, which was classed as higher instruction?—Of course, National schools are entirely excluded under the Act of Parliament.

1969. That makes a difference in the total. Their pupils are not returned to us and they are included in the census. The distinction given in the census return between the designation "primary" and the designation "superior" education is this, that the designation "primary" has been applied since 1841 to schools where the instruction, is, generally speaking, exclusively English; whilst those schools where a foreign language is taught, at least to an appreciable extent, have been classed as "superior" upon the assumed likelihood that the presence of a

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foreign language in the school course argues a higher standard of general instruction than is to be found where such an element is wanting." That explanation would bring in a number of schools which would apparently be excluded from our programme, which requires candidates to present themselves in at least four subjects, some of which are specified?—Yes. But I think, of course, that the answer to all that difficulty would be—it would seem from the method of computing these figures it could only be met by looking over the figures carefully and not answering them straight off. At the same time I am perfectly satisfied if you adopt the method I did, of taking good schools as I know them; taking the number of pupils I know they actually pass; taking the number of pupils I know they carry on their rolls, and taking into account the circumstances under which they are entitled to special centres or to separate centres under the Intermediate Board—taking all these things into consideration, to a person who knows the working of the system, I have no doubt in my own mind that the argument based on the figures I quoted in that article of mine is a perfectly sound one, that is to say, that a majority of the pupils in the Intermediate schools proper are still left untested, or, at any rate, a majority of them would be not shown to the public as tested, because they would have failed even if they were presented for examination. I do not believe if you got genuine November lists from the Intermediate schools, and compared them with the number of passes, you would be likely to find that the number of passes would be more than one third of the number of pupils.

1970. You are aware, of course, that there are some schools, especially among girls' schools, which object to send up pupils for examination at all?—Yes.

1971. And in some of the schools which do send up pupils there are pupils whose parents object to their being presented for examination, and who are, therefore, not sent up?—Yes.

1972. That, of course, would reduce the number very considerably, and those schools would perhaps object to be submitted to inspection?—This is a point I wish to bring out. A good deal is said about the confidence that could not exist in a system of inspection as compared with a system of public examination. In my opinion this question ought to be considered whether that want of confidence would exist in the minds of the teachers of the schools or in the minds of the general public. In my opinion the general public at the present time are rapidly coming—if they have not already come—to see through the hollowness of the present system as a genuine test of the efficiency of an entire school, and I believe they would very rapidly come to have quite as much confidence as they have at present, and far more confidence in a short time, in a sound system of inspection. I think that any system that might be introduced would have defects; a certain number of people would exaggerate those defects in their own minds, and other people would exaggerate the good qualities.

1973. No system could hope to bring in all the pupils receiving Intermediate instruction in Ireland?—I think a system of inspection would go very much nearer to it than any other possible system, because I think you get far fewer who would object to a system of general inspection. You might get a considerable number of people who might object to a system of individual inspection of pupils with the results fees depending on that. And I think in regard to the girls' schools, it is the unsuitability of the programme more than anything else that is keeping them out.

1974. If you take our returns for the year 1898 you will find that somewhat more than 9,000 pupils, both boys and girls, presented themselves for examination, including the over-age pupils. Of course a considerable number of these fail to pass. You gave comparative figures from the results of the three years 1895, 1896, and 1897, showing that, taking boys only of the prescribed ages, certain numbers passed, and your inference was that about one in five of those who passed in the Junior Grade ultimately went on to the Middle Grade, and one in ten ultimately went on to the Senior Grade?—Yes. I do not think that proportion has been substantially changed since.

1975. Before going to that point I want to call your attention to this, that a large number of those who pass in the Junior Grade are eligible to present themselves again in the Junior Grade and do present themselves again in the Junior Grade, so that you are comparing, not the number who intend to go on to the Middle Grade in the following year, but the number who may be going to the Middle Grade in the two following years with the numbers in the Middle Grade in one year only?—But would not the thing work itself out on the other side too—that you would have them in the Middle Grade in any given year, though they came up from the Junior Grade of two years.

1976. No, it does not work itself out, because in the Junior Grade the same pupils are allowed not only to present themselves twice, but to pass twice; in the Middle Grade they are only allowed to pass once. So that in comparing the number in the Junior Grade of any given year, with the number in the Middle Grade of the following year, you are really comparing figures which do not correspond so accurately as to enable you to deduce a given proportion?—The proportion might have to be modified in view of that. But there, again, I think the substance of the argument remains untouched, that the falling off of students from the Junior Grade to the Middle Grade is so enormous as not to be accounted for in any legitimate way, except by the fact that a large number of pupils are run in, merely intending to go on to the end of the Junior Grade, and under the whole wide programme of the Intermediate Board at present.

1977. In attempting to examine the figures, and assuming that one-tenth of the pupils who get Junior exhibitions go on to the Middle Grade the following year, I divide the remainder by two as representing pupils of the age of fifteen and of the age of sixteen, and I assume that one-fourth of these pupils of the age of fifteen would not present themselves again in the Junior Grade, but go on direct to the Middle Grade. On that basis I find that the numbers that you might expect to go on to the Middle Grade of the following year were, for 1896, 1,088; for 1897, 1,059; for 1898, 1,112; and for 1899, 1,097. The numbers who actually presented themselves in 1896 in the Middle Grade was 591; that is more than half the number who might be expected to present themselves on this basis. In 1897 it was 604; that, again, is more than one-half. In 1898 it was 620; that is taking boys of the prescribed age only, so that apparently more than one-half did present themselves of those who might be expected to present themselves, though, of course, a smaller proportion pass in the Middle Grade?—Yes.

1978. The number of passes in the Middle Grade in 1898 was so high as 464. That was a great improvement on any of the three preceding years, and it may, perhaps, be regarded as exceptional; but, on the other hand, some of the numbers of the preceding years seem to have been exceptional also, because there were very large failures in English in some of those years?—Yes.

1979. That would also modify the proportion to some extent?—I should be quite prepared to admit that the proportion might be modified. I merely took the figures as they stood, but I do not think the argument is seriously interfered with, because I think that in Intermediate schools proper—if there were Intermediate schools proper—there would be nothing

like such a falling away. I quite admit that there would be a considerable falling away. But I think that this point of the argument remains proved, that you are introducing into Intermediate schools a class of pupils who would be far better provided for by an extension of the primary system —incomparably better, in my opinion, than Intermediate schools will ever provide for them.

1980. The extension of the primary system is outside our Act altogether?—Quite; but when it comes to a question of the Intermediate Commissioners framing a programme for pupils, I think they ought not to have largely in their view a class of pupils who ought to be provided for by the National Board.

1981. I thought you were proposing that we should make a further provision for that class of pupils?—That was not quite my proposal. My idea was to give such an amount of elasticity to the Intermediate programme as would enable the managers of Intermediate schools to make a reasonable provision for the small minority of that class of pupils who will naturally go from a variety of reasons—one, and perhaps the chief one, being that people aim at sending their children to a school with somewhat more respectable social status than an ordinary primary school.

1982. That would, of course, increase the number presenting themselves for our examination; but it would not necessarily make our examination a more complete test of Intermediate education in Ireland?—What would make it a complete test of the Intermediate education of Ireland would be something which would bring all the pupils of the schools within the scope of the examination.

1983. Yes?—But what I mean is that I think it would be better to run the risk of raising a difficulty about a certain type of pupils that I do not think ought to be called "Intermediate"—it would be better to raise that difficulty straight out and meet it by forcing it on the attention of the National Board and the Government than by trying to get the Intermediate Board to do directly the work of promoting education of that class of pupils at the risk of devoting to them a considerable amount of the money and a considerable amount of energy that ought to be devoted to the Intermediate work proper.

1984. Taking the present system in Intermediate schools, no doubt you have a number of pupils who are preparing for examination eventually, but who are not to be presented in a particular year, either because they are below the age for the Preparatory Grade, or else because their teachers advise them that they had better work for two years for the coming examination?—Yes.

1985. Those pupils, though they do not appear in our returns, are not really outside our work; they will be coming up in another year, though not coming up in the present year?—Yes. Of course my idea would be that under a system of inspection you should have all such pupils tested and examined.

1986. They would not be tested by a general examination?—No, not by a general examination

1987. You could not expect those pupils to appear in our present returns at all?—No.

1988. That, perhaps, would raise the numbers receiving Intermediate education in schools which send up pupils to us by at least 30 per cent.?—I have no doubt that there is a very much larger number receiving Intermediate education in schools than the system tests in any shape or form. That is exactly my objection to it. My objection is that the public has no test, no guarantee, of what the schools are doing for these pupils who are not submitted to the test.

1989. It has no guarantee this year, but it will have a guarantee in the subsequent year in which these pupils are submitted to the test?—It is a question as to whether the system of submitting schools to examination is a sound one or not—whether it is a sound system that will be slow, and spread naturally over two years, or whether there is a system of rushing in the second year, and neglecting the first. The public have no means of knowing that.

1990. In your system of inspection in the schools as supplemental to examination, I do not think you contemplate giving results fees for the pupils throughout the whole Intermediate course, say from eleven or twelve years of age up to the age of nineteen?—Certainly not — not results fees as understood at present, not the high results fees that are given at present. And it seems to me that under the present system you give such disproportionately high results fees to individual pupils that it seems hardly fair to pay the whole of these results fees at the end of a given year at all. I think some portion of them at least ought to be impounded until you see what a student is going to do—whether he is simply earning fees or looking out for an education.

1991. If you impounded the fees, the difficulty would be that schools would not get the benefit of them until some years had elapsed?—Not immediately, but at the same time it would prevent the schools from simply using the pupils in the lower grades of the Intermediate system as mere money-earning machines.

1992. My point is this: a pupil may begin his Intermediate studies at the age of ten or eleven though he does not present himself for examination until twelve years of age in 1898 or thirteen years of age in 1899. That pupil may be receiving Intermediate instruction up to the age of eighteen, supposing he does not go beyond the age, so that he may continue for seven or eight years altogether. We pay results fees for only four years out of that time, so that our results fees must be of somewhat larger amount than would pay for that pupil through each of the seven or eight years he was in an Intermediate school?—Oh, yes; but then the results fees are paid at the present time I take it for pupils. It is either of two things, that they are paid for pupils between the limits of age that are marked on the programme, or else they are paid indirectly to a considerable number of pupils who are quite outside those limits of age.

1993. They are not paid for them until they do come up for examination?—Well, if they are paid within the limits of age I think the results fees are unduly high if they are meant for the individual pupil. Take the total results fees that could be earned by one pupil: passing the Preparatory Grade he could get a maximum of £12; passing the Junior Grade he could get a maximum of £18; passing the Middle Grade he could get a maximum of £27; and passing the Senior Grade he could get a maximum of £39.

1994. But those maxima are only reached in exceptional cases?—In exceptional cases.

1995. They do not represent anything like an average in those grades?—Not an average, but they are the amounts obtainable.

1996. It is the school after all that gets the benefit of these results fees, and the school has to take the risk of some of its pupils falling very far short of anything like these high results fees. While exceptional students may attain them it is the average amount that the school receives and not the largest results fees that are paid for an individual pupil that benefits the school?—I think myself, that the system has been very cleverly worked so as to deal out the money fairly enough amongst the schools, but what I object to is the basis on which it is dealt out. Even though roughly it comes to what probably is the right thing to do with the schools, I do not think there is anything like sufficient evidence that it is the right thing. You simply take one section of a school and say—"that section of the school earns so much money; there are about twice as many pupils in that school; we will double the amount of money we give, and we will pay equally for the other section," which you do not test at all.

1997. If you had inspection would you propose to pay for a pupil for seven or eight years of his education, even though he was only presented for examination in four different courses, supposing the present examinations to remain?—I think that would be a question for consideration, whether you would not pay a graduated fee according to the student's age—a capitation grant. I take it it would not be at all necessary to pay uniform capitation grant from 10 to 18 years of age. I think in that way the thing could be rectified, because I believe that at all times and under all circumstances it would be desirable that some higher fees should be paid for the higher grades of the Intermediate than for the lower grades—decidedly higher fees.

1998. There is just one other point. Taking the number of schools that claim results fees under our rules, it seems from the figures in the Appendix we have something like 386 schools actually claiming results fees which they have earned during the year, and no doubt there are other schools which have tried to earn results fees but have failed to earn them. So that perhaps 400 schools are trying to get results fees under our present system, while the Census figures for 1891 show 474 schools giving superior instruction. Of those 474 schools six were training establishments for teachers, and probably consisted of pupils beyond the age which we deal with, and two were National schools that would not be eligible, so that the number is reduced to 466, which might have prepared for our examinations provided that they taught the subjects. But apparently we are able to reach something like 400 out of that 466. It seems to show that the number of schools giving superior education which are not preparing their pupils for us is not very large after all?—There is a great deal of force in that argument, but I am afraid that figures of that sort would have to be very carefully scrutinised to get at the truth. I have known, say, half-a-dozen schools come into existence since the year 1891. Of course these would be entered in the Intermediate for the time being as Intermediate schools, and if you looked through the schools you would find probably a number of them with 11 or 13 pupils.

1999. But if the number disappearing corresponds with the number coming into existence it does not affect the number to be dealt with?—It may not affect the number to be dealt with, but if you look at the schools some have 11 or 12 or 13 pupils—a large number of them, and these are purely ephemeral things; a large number of them spring into existence and then die out. I think it might very easily happen that in a given year a considerably larger proportion of schools of that type may be in existence than in another year, three or four years away from that.

2000. If you compare the figures of 1881 with the figures of 1891, the numbers I find are pretty uniform. In 1881, 488 schools; in 1891, 474; that is 14 schools less, but with an increased number of pupils. So that the number of schools does not seem to have varied much from year to year during those ten years at any rate?—I should not attach very much importance to the variation in the number of schools I have just referred to. I think there is something in it. I think there is a good deal also in the point about the very small number of pupils in many of these schools, but I think the nearer you go to proving that all the schools mentioned in the Census in the year 1891 have been drawn within the net of the Intermediate system, the nearer you go to prove that the figures I quoted, 8,000 presenting themselves out of 24,000, are quite correct—roughly.

2001. A number of these schools according to the details given in the Census are not giving an Intermediate education in our sense. The schools that are teaching Latin only in addition to English are not giving an Intermediate education, much less the schools teaching French or German only in addition to English?—I should like to know what you mean by "in addition to English"—no mathematics?

2002. The Report does not say what "mathematics" means; I think it is possible that some amount of arithmetic is given, but it may not be an amount which would satisfy our examiners?—I can hardly imagine a school teaching foreign languages or teaching Latin and not teaching a sufficient amount of arithmetic to pass pupils in the Preparatory Grade.

2003. All the pupils would not be in the Preparatory Grade?—But they come within the system as far as it stands at present. If even one of them was available under the Preparatory Grade they would come within the present definition.

2004. The Census returns give the total number of pupils in the schools receiving Intermediate education, but some of the pupils might not be 10 years of age, and not eligible for our examinations. And a large number of these schools are girls' schools, which object for one reason or another to present their pupils at all for our examinations. That of course makes a considerable reduction from the total number of schools, and after allowing for the reduction and for the possibility that some of these schools do not teach an Intermediate course in one sense at all, we still have three-fourths of the schools getting results fees from us in a given year?—Yes.

Dr. BARKLEY.—That is what I wished to bring out.

2005. Most Rev. Dr. WALSH.—With regard to the examination in religious knowledge. Some question has arisen about the way in which Catholic students are examined under the Oxford Local Examinations in England?—Yes.

2006. I think you consider that this book, giving the examination papers for 1898, does not represent the present state of things?—I do not think it represents the fact that to my personal knowledge they introduce the principle of having a priest to set questions for the Catholic candidates.

2007. Let me call your attention to this—that at the end of this book the regulations are given for 1899, and I find a statement in it that amongst the changes that have been introduced there is one affecting the examination in religious knowledge. And then, a little further on, I find this note:—"Roman Catholic candidates offering either the Gospel according to St. Mark, or the Acts of the Apostles"—that is the prescribed course—"will be examined therein by Roman Catholic priests, if application is made on the entry form"?—I knew that that was so; that was what I had in view, but I did not know where to lay my hand on it at the moment.

2008. You are aware of some cases in which that is actually carried out, or where arrangements have been made for carrying it out?—I have a certain amount of familiarity in one case—the Laurel Hill Convent School in Limerick.

2009. Under the authority of the delegates of the University of Oxford?—Yes.

2010. Now, as regards the Irish Intermediate system, you complain that religion is not treated as it ought to be, as it is excluded from our system of examination?—Yes.

2011. Are you aware that this is one of the matters in which we are tied hand and foot by the Act of Parliament?—Yes, I am quite aware of that, the Act of Parliament expressly excludes it.

2012. The Act expressly directs us to promote and improve "secular" education in Ireland, and that is one of the broad lines of distinction between this system and the National Education system, which, on the contrary, distinctly provides for religious education?—Yes.

2013. You were asked a number of questions about the examination papers. Your idea is that the pass questions and the competition questions ought to be separated very clearly?—I think they ought to be completely separated.

2014. Would it be a satisfactory arrangement if the paper, such as given at present, had the questions marked off into two sections—pass questions and com-

petition questions?—Of course there will be only one real drawback about that, that in the Preparatory Grade the pupils might get confused between the two.

2015. You would prefer to have a separate paper?—I think it would have advantages, but I really do not think the disadvantage of having the questions printed in two separate sets on the same paper is very great.

2016. There are two ways in which that could be done. One would be to print on the same paper what would be equivalent of a pass and of an honour paper, each with its full set of questions. The other would be to have one paper as it stands at present—the sort of paper usually set at our examinations. We are told that any paper of ours always contains a certain number of pass questions and a certain number which are above the standard of pass. Could it be considered satisfactory if, on a paper of that sort, the pass questions were separated from the honour questions?—I do not think so.

2017. Let me put it to you in this way. Suppose there are 100 marks upon the paper. Such a paper will contain, I suppose, five or six questions. In order to pass, how many marks should a student gain on such a paper?

2018. On such a paper?—Certainly not more than 25 per cent.

2019. That is the present rule. Now, suppose an arrangement were made by the Board securing that 40 per cent. of the matter on the paper would be pass matter, what percentage is really now required in that case for a pass; is it not 62½?—Yes.

2020. The student is required to make 25 marks, not out of 100, but out of 40. Is there not this further difficulty in it: I take it that there are two things required to constitute a satisfactory pass examination, first, there should be a proper standard, neither too high nor too low?—Yes.

2021. Secondly, a sufficient range of questions should be given to the candidates in order to give a fair opportunity of making that percentage?—I think that is essential.

2022. Suppose we give 100 marks on a full paper, and that all were pass questions. Even if we were guilty of the absurdity of requiring a student to get 62½ marks on that paper, would it not be a far more satisfactory arrangement than the one we have?—Yes, I think so.

2023. At present we require them to make 62½ practically without any choice of questions, or with a very limited choice?—Yes.

2024. But even suppose he had a full range, with a well drawn up pass-paper, to require 62½ per cent. would be altogether too high, would it not?—Yes.

2025. Taking all these things together, do you not consider that our pass examination at present is altogether above the heads of the boys for whom it is intended?—Yes, I think it is decidedly.

2026. Do you also consider that we are doing an injustice both to the boys and to ourselves in talking about our pass standard as being only 25 per cent. whereas in reality it is 62½ per cent.?—Yes, and probably higher.

2027. Suppose we give certificates of pass in particular subjects, very little can be thought of them by the public if they are understood to represent only 25 per cent. of knowledge?—Yes.

2028. If it were known that they represented 62½ per cent. of knowledge, they would be regarded as being much more valuable?—Yes, much more valuable.

2029. You complain of the character of the questions that are set. Has your attention been specially called to the Arithmetic papers?—Yes, my attention was specially directed to the Arithmetic papers by my own Arithmetic master, and in consequence I put a short paragraph in my answers to queries

2030. What was the criticism on those papers?—The criticism on the papers was that they consisted very largely—too largely—of problems, and that these problems are more in the nature of puzzles than they are problems legitimately testing arithmetical principles, and that in consequence of that it made the attainment of even the 25 per cent. of marks necessary for the pass—notably in the Middle Grade—a practical impossibility for a number of boys, and in that way of course necessarily discouraged the sound teaching of Arithmetic in the school.

2031. Within the last few days I came across a book brought out by a professor of parlour magic. It contained a number of tricks with cards, and also a series of "arithmetical puzzles," amongst which I found some questions that were actually given in Arithmetic papers within the last few years. You don't think that a satisfactory state of things?—I don't think it is satisfactory, but I think it is perfectly true.

2032. You are quite clear upon the subject of specialisation, that it should not begin in the Preparatory Grade, or even in the Junior Grade?—Yes.

2033. Have you any objection to its beginning in the Middle Grade?—Not a very serious objection. I think in the Middle Grade it might be usefully introduced, taking all the circumstances of the country into account.

2034. I do not know whether you have read a very important set of suggestions that have come to us from the Committee of the Masonic Schools, signed by Lord Justice FitzGibbon and others?—Yes, I have read them.

2035. I observe that in that set of suggestions specimen programmes are drawn up. Have you seen these?—Yes.

2036. Have you observed that in the suggested programme for the Preparatory Grade, there is nothing like specialisation; there is a provision there for Natural Philosophy?—Yes.

2037. Even in the Preparatory Grade?—Even in the Preparatory Grade.

2038. You are aware that at present that subject is excluded from our Preparatory Grade?—Yes, I am.

2039. And consequently excluded from the first examination which the pupils enter for?—From the first examination the pupils enter for.

2040. And this, I believe, has been found to have a notable effect upon the number of students presenting themselves in that subject in subsequent grades?—Yes.

2041. At present a boy can pass in the Preparatory Grade, that is to say, in his first examination, in mathematics and languages alone?—Yes.

2042. And he naturally will go on within that range, and present himself for languages and mathematics again; and I find that the result is that while 40 per cent. or 50 per cent. of the students up to a few years ago took Natural Philosophy as a subject in the first examination in the Junior Grade, only about 12 per cent. take it at present?—Yes.

2043. I am sure you do not consider that a satisfactory state of things?—Certainly not. I think we ought to reverse that if possible.

2044. Has your attention being called to the fact that, under the recommendation of the Commission on Manual and Practical Instruction in Primary Schools, Elementary Science, or the elements of Science, will henceforth form a very important branch of the education in primary schools?—I have seen that in the report of the Commission, and I think will have a very important effect on the teaching of Science in the Intermediate schools.

2045. You understand that what the primary schools will deal with will not be any special branch of Science, such as Heat, Electricity, Light, and so on?—No; but principles of observation.

2046. In country places, for instance, they will deal with those principles that underlie agriculture?—I would just remark that it appears to be a very great difficulty against the exclusion of the scientific subjects from the Preparatory Grade of the Intermediate, that

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they will be going on in the primary schools, and that they must be taken up *ab initio* in the Junior Grade.

2047. Under the unanimous recommendation of the Lord Lieutenant's Commission last year, pupils will be taught that subject in the primary schools, and then, unless the present arrangements are changed, when they come into the Intermediate system they will have to drop it?—Yes.

2048. That seems a very objectionable state of things?—Yes.

2049. I believe you have some important suggestions to make as to the form in which the results of our examinations should be published?—Yes; it would appear to me that everything that is really desirable could be gained by publishing the lists of exhibitions in alphabetical order rather than in order of merit.

2050. Has it ever occurred to you as open to question whether we should publish this general collection of results at all?—Oh, yes, it has.

2051. I have heard of cases—I do not know whether you have—in which parents have sent their children away to England to school from their objection to having the children labelled, as it were, through life as having failed in Arithmetic or Grammar or some other subject. Is it not the necessary result of the present system that the children must go out from school to their work in the world with a label, be it good or be it bad, attached to them?—Yes.

2053. Then again, is not this a very serious objection—we are having so many elections in the country these times—may it not come to the point that when a gentleman is standing for, say, a county councillorship, his opponents may placard the walls of the county with the statement that he had failed in arithmetic at the Intermediate examination. Taking all these things into account, do you not think it would be a much better arrangement not to publish the names at all?—I certainly think so.

2054. Do you not think it has something to do with the feverish excitement that exists in connection with these Intermediate examinations, that everyone knows that on a given day in September all the newspapers will be filled with these lists, giving the names of those who get first, those who get second, and all the rest of it. Do you not think that all this adds to the evil of the present system?—I think there is no one element that has more to do with the evil than that excitement on that particular day in September.

2055. Would you then agree with me that it would be much better to stop this kind of publication, and simply to supply each pupil with the result of his own examination, and each school with the results of the examination of its own pupils?—I think that would be the very best way to do it, and that is a suggestion which, I think, has been made more than once already—that the results should be sent only to the heads of the schools.

2056. Just so, but I wished to have it brought out that there were these other incidental advantages that might result from stopping this publication. Now, as to another matter. You mentioned yesterday that there was a great hardship in this way—that a boy might lose an exhibition and get only a prize, because of a difference of, perhaps, only two or three marks between him and the next candidate above him on the list?—Yes, I did say that.

2057. You have known cases of that sort, of course?—Yes, I have known several such cases.

2058. We sometimes hear of the rigid mathematical accuracy with which the results are brought out under the Intermediate system. Do you not think that this difference of a few marks, which may decide whether a boy is to get £30, or is only to get £3, may be altogether the result of chance?—Oh, yes, I think so, certainly.

2059. In what way can the element of chance come in?—The element of chance comes in in a variety of ways. One important way in which it might come in would be with regard to the choice of subjects.

2060. Yes; I think attention has not yet been called to that. How does the element of chance come in there—of course I quite agree with you on the point?—Suppose two pupils take slightly different courses; in an examination it frequently happens that you have easy papers one year in a certain subject and difficult papers in the same subject in another year.

2061. For instance, one student might take French, and another Italian?—One might take French and another Italian. In one year it might very easily happen that you would have a singularly easy examination in Italian and a rather difficult one in French, and that very fact alone would decide which of those two pupils would get the exhibition; the student who had taken up Italian would be certain to get the exhibition, so that in that way the result would be determined entirely by chance. I am assuming, of course, that the two pupils are, in other respects, equal.

2062. Where so much depends upon a few marks, it seems to you, I take it, to introduce a very large and objectionable element of chance into the present system, so that the system, as it stands, really has not the advantage we so often hear claimed for it, of ensuring rigorous mathematical accuracy in its awards?—I certainly think it has not; and furthermore it appears to me that where the large element (putting aside altogether the objectionable system of cramming) of special preparation for the type of questions that will probably be given enters into the preparation of students—for exhibitions especially—there is a very large element of luck and chance in whether or not the master has happened to hit upon the questions that will be given or not. I remember once myself, in the Junior Grade chemical examination, giving the boys, in running over the subject the day of the examination, nine out of thirteen questions given.

2063. That would hardly be called cramming, I suppose?—Well, you could hardly call it cramming, seeing that it was on the morning of the examination; but the point I wish to bring out is that that was a case of sheer luck.

2064. In addition to the points you have mentioned, there is another obvious element of chance, where a set of answers given by one boy in a given subject are examined by one examiner, and the corresponding set of answers by another boy are examined by another examiner?—Yes; several have called attention to that, and I think it is an obvious instance of the element of chance coming in.

2065. Then again, an examiner is not a mere machine, and even his own judgment may vary considerably from time to time?—Yes, it may vary from day to day.

2066. Now you have been asked, in the course of your prolonged examination, a number of questions as to the possibility of patching up the present Intermediate system as distinct from a reconstruction of it on a totally new basis?—Yes.

2067. I am afraid that all these questions, including some of those put by myself, may have led you rather far afield, and I should wish for a moment to bring you back again to the point from which you started. You have a full knowledge of the system known as the results system—that is to say, the system under which the grants to the schools are determined in amount by the number of students in each school who can pass a prescribed examination?—Yes.

2068. I am not now speaking of one kind of examination or another; but do you consider that such a system of making grants to schools is or is not a desirable system from the educational point of view?—I think not from the educational point of view.

2069. Its tendency is to set a school to the work of preparing the pupils, or a certain number of pupils, to pass these examinations, instead of setting them to the work of educating the pupils in the proper sense of the word; and, educationally, that is an evil tendency?—Yes.

2070. Do you think that this results system, as we know it, can by any process of mending, as distinguished from ending, be converted into a system capable of being defended upon educational grounds?—No, I do not.

2071. Do you know anyone who is recognised as an authority on education who now takes it upon himself to say that the results system is a system capable of being so defended?—I do not know of anybody.

2072. I assume you have heard from time to time our Irish Intermediate Education Board, of which we, Commissioners here, are the members, criticised, and sharply criticised, for maintaining this results system in the Intermediate educational work of Ireland to the present day?—Yes, after it had been abandoned in other parts of the kingdom.

2073. May I take it that you are now aware that the Irish Intermediate Education Board has had no option whatever in the matter?—Yes, I am aware of that.

2074. You are aware that on this point, as on others, we are simply tied hand and foot by the Act of 1878?—Yes, I know that now.

2075. Under the Act, we have to take, not the school, but the pupil, as the unit in our distribution of the grants. You have spoken of other parts of the Kingdom. When the Act of 1878 was passed, this system of payment by results was the system upheld by the State authorities in England and Scotland, as well as in Ireland; it was the system on which grants were made universally throughout the United Kingdom to the elementary schools?—Yes.

2076. And that system, I believe, was originally introduced in England and Scotland, as well as in Ireland, for a particular purpose; it was introduced as the most efficient means, if not the only means, of stirring up the schools all round from the state of stagnation in which we are told many of them then were, to a state of activity?—Yes, that is so.

2077. You are aware that both in England and Scotland, the system, having served that purpose, has been thrown overboard as a system that cannot be defended on educational grounds?—Yes.

2078. Do you think it would be quite fair for Parliament, or any one else, to ask us to come here and spend our time in trying to solve the problem of constructing a really satisfactory system of Intermediate education for Ireland on the basis of this principle, which, so far as England and Scotland are concerned, they have finally thrown overboard?—I think it would be eminently unfair.

2079. You are probably aware that this system, in addition to being rejected in England and Scotland, has also been unanimously reported against for Ireland by the Manual and Practical Instruction Committee which recently sat in this country?—Yes, I know that.

2080. And you are also aware that the Committee even went out of its way to express its opinion on that point?—Yes.

2081. Are you prepared personally to take any share of the responsibility of patching up the system of Intermediate education in Ireland on the basis of the results system?—I should not be prepared to take any share of such responsibility.

2082. Whatever the examinations are to be—whether oral, or written, or both—whether they are to be combined with inspection or not, the system of paying grants to schools on the basis of the number of pupils that happen to pass certain examinations is, in your opinion, a thing not to be commended, and you think it is a thing that no one should make himself responsible for; at any rate, you would not take the responsibility?—No: I think it is essentially unsound.

2083. And that the sooner it is got rid of, the better?—Yes.

2084. There is just one other point I wish to bring out. While you would not be prepared to take that responsibility, you would prefer to see the system amended by anyone who thinks it can be amended, rather than that it should continue to exist as at present?—Yes, certainly.

2085. Now, there is one very serious danger in entering upon this mending process, to which I wish to direct your attention. Perhaps you can help us in the matter. Is there not a danger, amounting to an almost absolute certainty, that whatever is done as a result of this Commission will stand, at any rate, for the next twenty years?—I think there is very grave danger of that.

2086. Is it your opinion that the responsibility ought to be incurred of prolonging in Ireland, say for the next twenty years, the system known as the results system?—I should not like to take that responsibility myself.

2087. Could the danger be sufficiently met if we did this—first, agreed upon an ideal system, so far as we might be able to agree upon it; secondly, stated our views of the present system in so far as it differs from that ideal system; thirdly, kept that ideal system in view in any changes of detail that we might agree to recommend; and fourthly, made it plain that in recommending these changes, we left untouched the claim that this country undoubtedly has to call upon Parliament to free us from the operation of any legislation that ties us down to a bad system, and so set us free to give this country the best system of Intermediate education that can be devised?—Yes, I certainly think that is the best that could be done.

2088. It would at all events guard us against the danger of making ourselves responsible for perpetuating the results system in the Intermediate schools of Ireland for the next 20 or 30 years?—Yes.

2089. Does anything else occur to you in connection with this?—In connection with one part of your Grace's suggestion I think it would be eminently desirable that every change made should be such as would naturally tend to the ideal system.

2090. And I think you would agree also in this, that whatever change was to be made ought to be made, as far as possible, gradually?—Certainly.

2091. So as to run no risk, and also so as to avoid frightening people?—Certainly.

2092. Dr. BARKLEY.—I wish to ask a question in reference to a question put by his Grace. This is the note to which his Grace called your attention [*handing a document to the witness.*] At the foot of that page you will see that the note refers to what is called the preliminary local examination, in which candidates under fourteen years of age may receive honours or distinctions?—Yes.

2093. The papers which I showed you are the papers set in a general examination for Junior candidates, who are older than those preliminary local candidates, and for Senior candidates; and those papers apparently are set by a central Board, which of course may contain members belonging to your church, but they differ from the papers set by the preliminary local examinations, which may differ in different places?—This possibly refers only to the preliminary examinations, but all the examinations are similarly conducted, the papers come for all the examinations from the same central Board. As a matter of fact, one of my colleagues in St Munchin's College is the superintendent (I suppose that would be the more correct term, though he is called the examiner, I think, under the Oxford local system) for an important centre in Limerick, and I know very intimately the secretary for that centre, and I have taken a very deep interest in the working of the examinations. It has been a most successful centre, and in that way I know that the examinations, whether preliminary, junior, or senior, are conducted in precisely the same way, by the same Board, whatever might be matters of minor detail in the settlement of questions; and that brings me back to what I said originally—that I merely thought the Oxford local delegates had solved the principle of the

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difficulty by actually appointing Catholic priests to examine Catholic candidates.

2095. Most Rev Dr. WALSH.—They set the papers of course?—They set the papers.

2096. Dr. BARKLEY.—The point to which I wish to direct your attention is this—that no matter who examines the papers, those papers I showed you bear on the face of them that they are uniform papers, varying only in regard to the version which is quoted from, and must have been set by a common Board for both Protestant and Roman Catholic candidates?—I should say not necessarily by a common Board. There would probably be a consultation between the examiners; but it would appear to me that those papers, taking them in the concrete as they lie in that book, would be strongly objected to—that is, the Catholic papers would be strongly objected to by Protestant candidates, and *vice versa*.

2097. Yes; but the only objection would be, that the version of the Scriptures would be a version with which they were not familiar,; the questions are in other respects identical?—That objection would seem to me to go to the root of the whole difficulty—it is simply that they take different views in matters of religion, and that their views ought to be respected.

2098. Yes, but those questions are really questions on the contents of the Holy Scriptures; they are not questions upon the doctrines of the various churches?—Of course there is sometimes merely a difference in the spelling of proper names, and substantially no other difference between the two versions; and where that is all the difference between them, of course it is obviously possible to have the matter of the examination practically identical.

2099. You will see that the note for the regulations for the Oxford Local examinations only refers to the Gospel of St. Mark and the Acts of the Apostles; it does not refer to the books of the Old Testament?—Yes, but it still proves what I said in the beginning—that the principle was adopted by the delegates of the Oxford Local Examinations of introducing the examination of Catholic students by Catholic priests, and of Protestant students by Protestant clergymen. It does not matter to how small an extent that may have been done, my point is that the principle was introduced.

2100. The questions are practically identical, excepting that the versions of the Scriptures are different?—Oh, yes; I admit that.

2101. Most Rev. Dr. WALSH.—I want to set this right. You have been asked about this set of examination papers as throwing light upon the meaning of the rule to which I called your attention. Now, those examination papers are the papers for what year?—1898.

2102. But at the end of the book I find that a change has been made in this matter of the religious examination for 1899, and the rule to which I called your attention is put down under the head of religious instruction for 1899, so that the examination papers which we have before us, being the examinations for the preceding year, throw no light on the meaning of this new rule?—Yes.

2103. Rev. Dr. SALMON.—I think some of your objections would apply to any system of examinations. Do you believe there is any system of examinations which would exclude the element of chance?—No, I do not. What I mean is this, that I think the publishing of the exhibitions, in the strict order of merit, exaggerates the element of chance.

2104. I think the difference between getting a £50 prize and one of a less amount would affect any system; for instance, if there were fifty possible questions and that a boy might have looked over ten the night before, and one looks over ten that are asked, and the other over a different ten, they will come out differently in the examination. That cannot be avoided, even where there is a very important prize to be given?—No; that cannot be avoided.

2105. You know that the old Civil Service appointments were by nomination only; would it be a valid objection to say, that because you now have a system of appointment by examination, and that system does not ensure mathematical accuracy, you ought to go back to the system of nominations?—No; I think the difference between the Civil Service examinations and the Intermediate examinations is this—that the Civil Service examination is for the purpose of testing the fitness of the candidate for a particular position at once, while the Intermediate examination is supposed to be for the purpose of promoting education, and that is exactly what I do not think it does.

2106. Have you read the answers from Clongowes College?—I have.

2107. Do you consider the objections urged against a system of inspection are sound?—I do not believe personally in the objections to a system of inspection. I believe a system of inspection would be fair, and I believe, moreover, that a system of inspection could be devised which would be satisfactory to the schools. I think, too, that the public confidence in a system of inspection would soon become far higher than any public confidence that has existed in recent years in the examination system.

2108. I do not want to argue the question; I merely wanted to know if you had read those answers?—Yes, I have.

2109. CHAIRMAN.—I have just two questions to ask you. First, in reference to Clongowes College, I believe the Rev. Mr. Devitt is the President of that college?—Yes, that is so.

2110. And he belongs to your Association of Catholic Headmasters?—Yes.

2111. The question of inspection upon which there is some difference of opinion amongst the Catholic Headmasters, was discussed at meetings of the headmasters at which you were present?—Yes.

2112. Therefore, you are perfectly aware of all the reasons that were urged against it?—Yes, fully.

2113. And your opinion, whether it be right or wrong, is a considered opinion, after having heard all the objections that have been urged by those of the Catholic headmasters who differ from your opinion?—Yes; I heard a number of objections very fully and ably urged, and the resolution in favour of inspection was carried by a majority of two; eleven to nine were the exact numbers.

2114. One word as to the numbers of Intermediate students. You have been asked a great number of questions as to that, and I shall give you a few figures. I understand that you stated to me, when I was examining you, that, roughly speaking, not more than one-third of the Intermediate students in our schools, or upon our rolls, passed the examinations; was that right?—That was right.

2115. Now, in a schedule that is the result of circulars sent by us as to the ages of all the students upon the rolls of the schools, we have received answers from a number of schools, the tot of whose students is 12,719. A number of the schools did not reply to that circular, and the total number of the pupils upon the rolls of their schools has been ascertained from the school rolls returned to the Intermediate Board to amount to 6,421. The sum of those figures is?—19,140.

2116. Divide that by 3?—6,380.

2117. Now, the number of boys of the prescribed ages who passed at the examination, is 3,955; those over-age that passed, 241. The number of girls of the prescribed age who passed was 1,370; over-age girls, 70. Give me the tot of the four, please?—5,636.

2118. That shows that the number was even less than you gave?—Yes.

2119. Now, just one other question as to the numbers who present themselves for examination. You have that number, 19,140, as that of the pupils in all the schools earning results fees. Now, the numbers of boys ex-

amined was 6,705; that of the girls examined 2,688, in all 9,073; so that the number that actually presented themselves for examination out of schools that present pupils for examination is not one-half that of the pupils within the Intermediate ages in these schools?—Not one-half, as I said—it is about a half. *Jan.* 18, 1899. Rev. Andrew Murphy.

2120. I thought it only fair to give those figures for the purpose of showing that your calculations were right.

The witness withdrew.

Most Rev. JOHN HEALY, D.D., Bishop of Clonfert, examined.

2121. CHAIRMAN.—My Lord Bishop, you are Bishop of Clonfert?—Yes. Most Rev. John Healy, D.D.

2122. And I believe that for many years you were Professor of Classics?—Yes.

2123. In Maynooth?—I was not Professor of Classics in Maynooth. I was Professor of Theology there; but I was Professor of Classics in one of the Intermediate schools from the start.

2124. You were also Examiner under the Intermediate Board in Latin for some three or four years?—Yes.

2125. I suppose that whilst you were in Maynooth you took a part in conducting the Entrance Examinations?—Yes, of all the students, most of whom came from the Intermediate schools.

2126. You have taken an interest, of course, in the working of the Intermediate system in this country since it was established?—Certainly, all through.

2127. You are also a member of the Senate of the Royal University?—Yes.

2128. And of the Standing Committee of that Senate?—Yes.

2129. Now, in your opinion, how has the system worked?—In my opinion the existing system, on the whole, has worked well. It has worked well in stimulating the teachers, in stimulating the students also—perhaps too much sometimes—and in providing a means of giving a better education both in the schools and to clever boys. These things have been explained amply by other witnesses, so that it is hardly necessary for me to deal with them now.

2130. Then it has done good?—It has done a great deal of good.

2131. Have you observed any defects in the system?—Yes; I consider there are some obvious defects in the system.

2132. We will take them one by one, if you please, my lord?—Well, the first defect, which I think is generally admitted by all people who take an interest in the Intermediate education of the country, is the fact that no provision is made in your system of examination for testing the reading of languages. Of course that is an obvious defect.

2133. That could be done, of course, by an oral examination?—It could be done, I think, by inspection in the way I shall presently point out.

2134. It could not be done by our system of written examinations unless it were supplemented in some way?—Certainly not; but I wish to make a very sharp distinction between inspection and oral examination by the inspector.

2135. You consider it essential that there should be an oral test in the classical languages?—In classics and modern languages.

2136. Have you, my lord, yourself observed since the passing of the Intermediate Act any change for the worse in the pronunciation of the classical languages, especially in accentuation and prosody?—Well, in so far as it has come under my notice, I do not think there has been any improvement, and I have spoken to several of the professors in Maynooth as to the way in which they speak the Latin now and read it at their entrance examinations, and I have been assured that it is not so well read as it used to be by the students who were educated in the old schools, where there was no such system of examination at all.

2137. Would you consider it necessary that there should also be an oral test in English?—Yes.

2138. Passing from languages to practical science, there are examinations under our Board in chemistry and in natural philosophy?—Yes.

2139. Would you consider practical tests in a laboratory essential for the purpose of testing knowledge in those subjects?—I would in those schools where the subject is taken up. Of course in some schools it might not be taken up. But, on the other hand, I should not wish to go too far with that practical test, and I should only require, at least in most schools, such apparatus as they have in the schools that teach the Science and Art course in this country—I mean the South Kensington course. I think that would be quite sufficient in most schools. I should not wish, therefore, to go beyond that in the beginning in the way of providing apparatus.

2140. No, but whatever the examination was it should include a practical test in the subject of the examination?—Some practical test.

2141. That necessarily should be limited by having regard to the appliances that were at the command of the various schools?—Yes, but I should by no means wish that the tendency to practical examination in these special subjects should change any of our Intermediate schools into technical science schools. I am as anxious as any person can be for technical education in all its branches in this country; I think that it is the greatest want we have—agricultural education, technical education by way of fishing schools along the seaboard, and all their kindred branches, technical education also in the towns such as is needed for the great cities; but I would not have that provided by any portion of the grant that is given to this Commission to be apportioned amongst Intermediate schools.

2142. You regard technical education as a wholly different branch of education?—As an entirely different thing.

2143. Dealt with by different Acts of Parliament?—Yes, and I make that observation because from some statements I have seen made by eminent scientific men in Dublin, I think the tendency of their observations showed a desire to change some of our Intermediate schools into technical schools of science and art. Now I understand they have some technical schools and colleges of science here in Dublin. Let them work these well by all means; let them have them well endowed; but I think they ought not to look for any part of our endowment, as I may call it, in order to change our halls into technical schools.

2144. I quite agree with your lordship, but you would not object that our system would encourage the teaching of such subject matters as would qualify them to enter the College of Science and Art and enable them to avail themselves of the study which is given in that department?—Certainly; I think that is most desirable, and whatever science we do teach ought to be taught soundly.

2145. Soundly and practically?—Soundly and practically.

2146. Now before I ask your lordship the remedies that you suggest I will first refer you to some of the other objections. Your objection No. 2 is in reference to prosody—you think that questions ought to be set in the prosody of the classical languages at the examinations?—Yes, and a good deal of importance attached to it in the classical languages.

2147. And you think also that more importance ought to be attached to composition than is at present attached to it under our rules?—Certainly, in all

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languages, but especially the classical languages. For this reason: I think it most desirable that we should see that the education given in the Intermediate schools is a sound and thorough education in whatever we undertake to teach or to see taught. I think it is admitted by all scholars that the only real test of a thorough classical education is composition in the languages, and also translations from unseen passages. Those are two things which no man can cram. No one can cram into the head of a boy how to translate into decent Latin a passage from an English writer, nor how to translate an unseen passage; so that if he knows these two things it is certain that he knows the language substantially. I think at least two-thirds of the whole marks for the subject of Latin, for instance, ought to be assigned to composition and to the translation of unseen passages —at least in the Senior and Middle Grades.

2148. I do not know whether it has been within your Lordship's observation that at one time that was so much felt in Roman Catholic schools that the place of a student in the school was almost absolutely dependent upon the results of composition and nothing else?—Yes, that was so. Complaint is generally made in this country now that even the talented students who pass through our Intermediate schools are not able to write a decent Latin letter such as those who were trained in the old classical hedge schools were able to write. We have existing proofs of that in the letters that remain—for instance in the letters written to Rome—and I doubt whether even exhibitioners coming from our Intermediate schools could write letters in the same style.

2149. I understand that the pronunciation, and the prosody in Latin of Intermediate students is something that often grates against the ear?—Yes.

2150. I observe that you say that "as a thorough study of the classical languages and literature has always been recognised by the most eminent authorities as the true basis of literary culture, I hope nothing will be done to diminish the relative importance attached to the study of these languages in the curriculum of the Intermediate Education Board"?—Yes; I am greatly afraid that the tendency of the age is very utilitarian, and that they look merely to what will pay in the various industrial spheres, and in science and art especially. If that spirit were carried too far, and provision made for it too amply, it would result, I think, in the destruction of classical culture, and after all, I think, in the case of the highest men in all spheres of life—professional men, literary men, statesmen, and philosophers, their real culture must be a classical culture; and I think Dr. Delany the other day quoted here some eminent modern educationist in Germany who made the same statement—that classical education is the true basis of literary culture.

2151. A suggestion has been made by some of the witnesses here that there should be three courses under the Board: first, the classical or grammar school course; secondly, a scientific course; and thirdly, a course that was called the modern course, which would probably be taken by persons whose ultimate destination in life was commercial; and questions have arisen as to the period at which those three separate courses should commence. Now, does your Lordship approve of that system of having these three separate courses during any stage of the Intermediate programme?—I do; but I should begin by having them only in the Senior Grades, and see how the system would work there, and if it worked there satisfactorily, I would transfer it to the Middle Grade; but I should not be inclined to go lower down with these alternative courses.

2152. Do you conceive that there should be an official inspection of schools?—Yes.

2153. Will you kindly tell us to what you think that official inspection should extend?—I would carry it out in this way. The inspector would be sent down to the school with instructions to examine, not the dormitories in boarding schools, but the appliances for education of every kind, including school-room accommodation, maps, books, and physical apparatus, and everything in that way; and also he should call up classes and hear the teachers examine them in classics, and they should be asked to read in his presence. In like manner he should confer with the teachers as to the system they generally adopted. Supposing that you sent down what I call a level-headed man, without fads (and any other man would be worse than useless) he would without opening his lips as an examiner in my opinion do incalculable benefit to the school and to the teaching. Suppose he found the boys were being fairly taught to read Greek, Latin, and French, for instance, and that the teacher was fairly qualified, which he could ascertain by hearing him examine, he would leave the thing so. If, on the other hand, he saw that no attempt was made to teach the reading of Latin or Greek decently, he would at once report that, and disqualify all the boys in that class for the written examination in that year. If he found that the school, either as a whole or in any particular department of it, was very efficient, he would report that to the Board. Then I would give, not precisely results fees, but I would give a premium for either general efficiency or special efficiency in particular departments. The value of that premium would depend not so much on the amount of the money as on the official testimony that it would be to the character of the school. He would also do more: he should not go down to harass the teachers (who already have enough to do) or to penalise the teachers, but rather to note defects and suggest amendments and remedies, and to confer with the teachers, and to encourage and help them. At the same time, if he saw anything notably wrong he would report it to the Commissioners, and they would impose a penalty; also, he would report in favour of giving graduated premiums for special efficiency or general efficiency. That is the kind of inspection I should wish to have, at least in the beginning.

2154. Would that test the pronunciation and prosody of all the students in the school?—I think the very existence of any inspector going to a school would provide the remedy, because the teacher would be ashamed not to make a decent effort that his pupils should read when he found a gentleman of this kind coming to his school, and we should have no such instances as those I have spoken of.

2155. If the inspector were to ask such a student as you have spoken of what was the French word for "Yes," he would not answer "O-u-i"?—No; I think that would disappear with the appearance of an inspector in the school.

2156. Have you at all considered, my lord, the question of whether this general results examination, by written questions, for all Ireland is the most advantageous system of testing the efficiency of schools?—Well, now, is your question put speculatively with regard to an ideal system?

2157. Yes, in the first instance?—I do not think it is. If I could have my own ideal I would have an endowment for the school, no matter how or where it was got, and I would let the governors of the school select their own course and offer their own prizes in their own way; in other words, they would work the school as a special particular entity. But here we have a very different state of things. We have inter-competition amongst all the Intermediate schools in Ireland, and we have what, after all, must be taken into account, the religious difficulty, and we have also girls and boys. All these factors make the problem a very complex one, and I am at present inclined to think that if the obvious defects to which I have referred were corrected, or put in the way of correction, we should change the system only very slowly and cautiously, and make only such changes as were proved to be necessary or useful.

2158. In reference to competition, would your lordship approve of the general examination continuing, so far as competition was concerned—but that boys who were not competing for exhibitions should not be obliged to present themselves for examination?—For written examination?

2159. For written examination?—I think in the case of mere pass boys—it is of these you speak—it would not be necessary that the pass boys should present themselves for written examination. That would require a very large staff of inspectors—the examination of the pass boys in all the schools in Ireland—and I should take care that the sum of money at present available for results fees for the schools and for prizes for the boys should not be notably diminished by any new system of inspection. I would not unduly multiply the number of inspectors.

2160. The idea I have in my head would not involve such a great number of inspections. Supposing you take the problem we have to determine to be what is the best test of the efficiency of the teaching of the schools, if you have in all the schools the most efficient method, the result of that upon the students there, their characteristics being unchanged, will be the most efficient that can be?—Certainly.

2161. The object would be, not to test the knowledge of the particular scholar as an individual, but it might be necessary to test it as an element in determining the efficiency of the school?—Yes.

2162. Your lordship observes that the efficiency of the school need not necessarily be determined in the month before the examination?—No.

2163. But that the inspection of schools might continue throughout the entire of the school year, and, therefore, the services of one inspector might be availed of for ten months?—Yes; at least it could begin after Christmas, and then go on till the month of June.

2164. And in that way a great number of inspectors would not be necessary?—Well, I cannot calculate the number, nor do I know the amount of money necessary, but I would like to make that proviso, that the funds must not be notably diminished for that purpose, because that would be doing an evil in order to provide perhaps a doubtful good.

2165. The amount of money that is expended on this general examination, so far as it refers to pass students, is enormous, because the papers of each student, although it may be a question whether he will even pass, have to be examined with as great accuracy as if his success in obtaining an exhibition depended upon his obtaining one additional mark?—I believe the examination for pass students could be conducted upon the lines that your lordship suggests, but if not conducted upon these lines, if it continued to be a written examination, I should prefer to have one set of pass questions, with a set of honour questions, the same day; and, of course, only the better boys would take up the honour papers; and in order to secure that foolish boys would not attempt the honour questions, and so embarrass the examiners, I would forbid any boys to take up the honour papers, except those whom the manager of the school and the inspector previously accepted as honourmen. I think that would be a practical way of ensuring that they should not attempt questions that were beyond them.

2166. Most Rev. Dr. WALSH—Suppose there was an outsider, a boy coming in for examination who is not a pupil of any school?—I do not provide for them.

2167. CHAIRMAN—A mode had occurred to me upon which I should like your lordship's opinion. You are aware that in the month of May it is necessary that certain notices should be sent to the Board showing that the student has pursued a course of study in Ireland. In that month a boy's teacher ought to be well able to decide whether he should go in as an honour student or as a pass student?—Certainly.

2168. Would your lordship approve of an arrangement by which it should be stated in that notice whether the boy was to compete for honours or seek a pass only?—Yes.

2169. Then a student who had stated that he intended to compete for honours, would be handed an honour paper only, and a student who presented himself for a pass only would be handed a pass paper only, and therefore the students would not be embarrassed by a choice of papers in the examination hall?—Yes; I have no doubt that would work well.

2170. It is suggested by some witnesses that the papers for the honourmen should be constructed as the present papers are, that is, there should be pass questions to a certain value upon the papers; and it might be made a condition that a certain number of those pass questions should be answered?—Certainly. I think one advantage of having a different set of questions, pass and honour, would be this, that when an examiner would come to set merely a pass paper he would never dream of setting some of the foolish questions that are now undoubtedly set by examiners—puzzles, and conundrums, and all that kind of thing, but he would put fair and open questions, so that any industrious boy would be sure to pass.

2171. Does your lordship wish to add anything else upon the subject of inspection and examination?—No, I think that nearly concludes that part of what I have to say.

2172. You would wish me, I suppose, to go through the other questions mentioned in your statement?—Certainly.

2173. Then the next matter is the number of grades. Have you formed any opinion as to the number of grades and the ages for those grades?—Yes. I think the four grades ought to be retained—the existing grades—but in the Preparatory Grade I would not give money prizes, I would only give book prizes, because I think it is not good to have boys of such a tender age competing for these money prizes, and over-stimulating their minds and perhaps to some extent sowing the seeds of avarice.

2174. Would your lordship be inclined to go even further than that and to say that there should be no prizes whatever; in fact no competition in that Preparatory Grade?—Well, it would hardly be called competition, because these book prizes would not be such as to stimulate any kind of over-exertion at all; I think it would be a desirable thing to reward the industrious boys by book prizes, but nothing more.

2175. Have you anything else to say upon the number of grades?—I would keep the four grades, as I have said, but I would graduate the papers more carefully.

2176. A suggestion has been made in a paper which has been sent in by the Masonic School, which has the advantage of having Lord Justice FitzGibbon on its Committee, suggesting what practically would amount to an abolition of the Senior Grade; that is, that the superior limit of age should be 17; and one of the arguments relied on for that is that a great number of students go from the Middle Grade direct to the University. Does your lordship approve of that suggestion?—By no means.

2177. You observe it at once introduces the burning question with reference to the universities?—Certainly. I would keep the present limits of age for competition,—for exhibitioners. I would either abolish the limits of age altogether for pass papers, or extend it two years in all the grades so that it would be open to boys up to 20 to be examined in the Senior Grade, 19 in the Middle Grade, and 18 in the Junior. The reason for that is this: one of the primary functions, as I understand, of this Board is to assist the Intermediate schools by an indirect endowment over the whole of the country. In the larger towns boys are sent to school early, and they have generally better schools than we have in the smaller places in the coun-

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try. The consequence is that they arrive at a fitness for going to an Intermediate school at a much earlier age than the boys in the smaller towns and country places. From those places the boys come to us a couple of years or three years later than they will come from the large towns, they are not so precocious, but they are on the other hand youths of robust intellects and may turn out splendid scholars. They are carefully taught in an Intermediate school and they turn out well, and I think it is an unfair thing to them and their friends, and to the managers of the schools, that they should be excluded either from a pass or from the results fee for that pass. Those schools do as careful and earnest work in turning out these pupils as is done in regard to the others, and they have as good a right to results fees. There may be special reasons in the case of the exhibitioners, because there the limits of age fixed by the universities come in, to which we must conform; but in the other case that is not so.

2178. You are aware that in the Royal University there are limits?—Yes.

2179. Has your lordship at all considered the question which has been raised as to the overlapping of Primary and Intermediate education, whether, any of our money goes to pay for what is strictly primary as distinguished from Intermediate education?—Well, I have not given so much attention to that question. I think it is not so undesirable as some people think that a great number of boys should go in for the Junior Grade. I think even the learning of Latin by a boy who never intends to go in for a profession or to adopt a literary career is desirable, because the learning of Latin is one of the best means of thoroughly teaching him English, and even in the senior classes of the National schools they require to learn Latin roots, and things of that kind, to master the English language thoroughly; therefore I think if a boy, no matter what he goes in for, has been a year in the Junior Grade, of which Latin would be a part of the work, he would spend a useful year, and it is not misspent, as many of the witnesses seem to think, in fitting him for his future career.

2180. You are aware of the comparative number of students that present themselves in our various grades?—Yes.

2181. I will take the boys at the last examination. The number examined in the Senior Grade was 228; in the Middle Grade 620; in the Junior Grade 2,877; and in the Preparatory Grade 2,420?—Yes.

2182. Your lordship observes that if for the future we shut out the class of students who at present terminate their education at the end of the Junior Grade, we would exclude the almost entire class at present dealt with by the Intermediate Board,—at least, upwards of five-sixths of it?—You would, certainly.

2183. Then are you in favour of the rules continuing to be framed in such a way that results fees can be obtained by those who do not intend to proceed beyond the Junior Grade?—Yes, certainly, and here there is one thing I wish to mention now, lest it might not occur to me again. One of the witnesses yesterday (I think Dr. Nicholas) made very strong, and I think just, representations with regard to the system of inducing boys who have obtained exhibitions to go to another school in the succeeding year. I cannot condemn that in too strong language. If there is anything mercenary about this system of education, that thing is the most mean and the most mercenary, and I wish to take this opportunity of publicly saying so; and if any means can be adopted by the Board to stop that thing, even by the non-publication of the general results of the examinations, I would be delighted.

2184. Would your lordship be in favour of our not publishing the results as we do at present, but of publishing no more than the lists of our exhibitioners and those who obtained prizes?—I would. I would send further information only to the manager of the school.

2185. Mr. Justice MADDEN.—Your lordship attaches great importance to the establishment of an efficient system of inspection, and I am sure you regard that as of importance not only as a test of the teaching but as a test of proper appliances, having regard to the physical welfare of the students as well as to their intellectual welfare—take for instance the question of proper hours for exercise and recreation?—Yes.

2186. That is an important subject, is it not—the danger of over-strain from competition?—In all the Intermediate schools with which I am acquainted, especially in the country, ample provision is made for recreation and exercise. I do not know how far that is true in the large cities, but I know in the country schools it is, especially in the boarding schools. Still, I think it is a thing that the inspector ought to look after, particularly by directing attention to the time-table and seeing that it was fair.

2187. Though you attach great importance to the establishment of an efficient system of inspection, I gather that you are not in favour of immediately substituting payment as the result of inspection for payment as the result of public examination?—No; because I should like to proceed gradually, and test the procedure by experience as we go along, to be sure that we are on safe ground. When I consider the conditions and the difficulties that surround the problem we have to solve, I think we ought to go in for change very cautiously and slowly.

2188. There are two means by which reforms might be worked out; one is possible under the present Act of Parliament—and that is a matter of importance—and the other would require further legislation. I should be glad to have your views as to whether the one which is practicable under the present Act of Parliament seems to you to be adequate. If you will allow me I will state exactly what we can and cannot do under the Act of Parliament. We cannot give any portion of our grant as the result of inspection. Even as an experiment?—Even as a premium?

2189. Even as an experiment. Assume for a moment we could not do that—that all that we could do would be to annex, as a condition to the receipt of results fees, submission to inspection with a satisfactory certificate: do you not think that in that way a good many of the evils to which you have called attention could be done away with?—A good deal might be done, but I hardly think the remedy would be adequate, and I should wish that the Commission would go to Parliament for further powers. I should be sorry to see any mandatory clauses introduced into a Bill empowering the Commission to work on a wider scale; but I think they ought to get ample power from Parliament to work out this system in the way that they thought best for the good of the country. We have confidence in them.

2190. Do not take me as differing from you in the least, but we must contemplate, as a possibility at all events, a delay in the obtaining of these powers?—That is true.

2191. You have said, and I beg to express my entire concurrence in your opinion, that a thorough study of the classical languages is the true basis of literary culture. But you would not say that a smattering of Greek, for instance, was of any real educational value?—No; not for the purpose of literary culture; it is a dangerous thing.

2192. If you begin your specialisation so late as the Senior Grade, is there not a danger that students who would ultimately specialise might (what I am bound to call) waste some time in carrying on their classical studies. Would it occur to you as desirable to specialise in the Middle Grade?—These gentlemen might not take up Greek at all; they could confine themselves to Latin.

2193. You think that those who took up Greek would be likely to carry it through to the end?—I think so. I think they ought not to take it up otherwise, and I think, especially in the higher grades, the examination ought to be made broad to test their broad and sound knowledge of the subject. I think everything will depend in that respect upon the Greek

papers set, and that a great deal of the complaints made against the system of Intermediate education as at present existing arises from the fact that the papers are not always fairly graded. Fair, open papers, tests of sound knowledge of the subject—those are the papers that ought to be set.

2194. It would be necessary to discriminate in two ways: first, having regard to the different grades; and, second, having regard to pass and honour students in each grade?—Certainly.

2195. Do you approve of the suggestion of the appointment of a permanent board who would have special care of the graduation and settlement of the examination papers—more or less permanent?—I would approve of the appointment of two or three gentlemen representing science and classics, and, perhaps, the commercial department, whose special duty it would be to sit down and graduate the papers and revise them, especially by the excision of foolish questions, because gentlemen, particularly those who are very eminent in any department, are very likely to set foolish questions in that department.

2196. They may not have sufficient regard for the capacity of the students?—They think their questions are as easy to everybody as they are to ourselves—the greatest mistake one can make in dealing with boys.

2197. Rev. Dr. SALMON.—I suppose you mean by foolish questions that they are not well adapted for the purpose?—That is what I mean—not suitable to test the knowledge of boys.

2198. They would not necessarily be foolish in themselves, but they are not suitable to the capacity of the students to whom they are addressed?—Certainly; that is what I mean.

2199. I am in such entire agreement with you all through that the few questions I have to ask will not amount to any difference of opinion. I can quite understand that it might be desirable if we could give grants to schools in place of to individuals; but I believe the chief reason why Parliament obliged us to give our grants as the result of individual examinations was that it should ensure confidence in our own impartiality?—Yes.

2200. For instance, an examiner does not know who the writer of a paper is, and you are sure there can be no question as to the impartiality of his examination; but we should know whose schools grants were given to, and I confess I should not like that?—One thing all admit: nobody has ever yet questioned the impartiality of this Board.

2201. Then I think we must be careful not to do anything to take away that character?—Certainly, you have a character to lose.

2202. I do not know whether I quite understood what Mr. Justice Madden said about the limits imposed upon us at present. We must give our results fees as the result of examination. I do not know (of course it is a question for lawyers to determine) whether there is any difficulty in our modifying the results fees according to our opinion of the school.

Mr. Justice MADDEN.—We have power to annex such conditions to the receipt of results fees as we think fit, and we have power to frame rules for the purpose of enforcing these conditions; and that gives us very wide powers.

2203. Rev. Dr. SALMON.—Very well; then as to inspection? As regards results fees I do not see any difficulty about that, and it seems an excellent suggestion. Then as to the question whether a boy was to be a pass candidate or not, that seems another good suggestion. Suppose, now, there was a class where the teaching was good, the inspector might satisfy himself after a very short examination that the teaching was remarkably good, and that attention was being paid to pronunciation; but if you took a particular boy it is quite possible he might pronounce in the most horrible manner?—That is true; I would rather the inspector satisfied himself as to the general result of the class. I would be very slow to have the inspector disqualify any boys except where the teaching of the subject, or this particular aspect of the subject, was entirely neglected in the school. I do not think it would be fair on account of some boys not being able to read well. You could not expect a Parisian accent beyond the Shannon for instance.

2204. Mr. Justice MADDEN.—Or even at Stratford-atte-Bowe?—I do not think it would be fair to penalise them in a case like that.

2205. O'CONOR DON.—I have only one or two questions to ask your lordship. I understand that you do not suggest that rewards should not be given to students for passing the examination in the shape of exhibitions and prizes?—In case of exhibitions?

2206. Yes. You do not propose to do away with the grants for exhibitions?—Oh, no, but I think with regard to the prizes too much money is sometimes given, and I think the amount for exhibitions might be diminished in the Junior Grade.

2207. But supposing that system continues, do you think there ought to be any conditions attached to the grants, such as that they should be employed for educational purposes?—If practicable, but I am afraid it would be somewhat difficult to carry out in practice. So far as it may be practicable I certainly think it desirable.

2208. Do you not think it would be quite practicable to make the payment of the exhibition dependent upon the boy prosecuting his studies in an Intermediate school in the following year?—Yes, and payment might be deferred to the following year, and that would be a guarantee that the money would be well spent. In that way I think it would be very desirable.

2209. You think that would be more desirable than giving these large amounts to the boys to be spent as the parents choose?—Yes. I think the intention of giving the money to the boys originally was to enable them to prosecute their studies further.

2210. And you think that ought to be the aim of the Board in giving these grants?—Yes, I think so.

2211. Have you at all considered the desirability of having a separate examination for boys and girls?—Well, that is a question I did not consider much. I do not know much about the system. If it is possible I think it would be desirable, but I do not know much about it, and I should not like to offer an opinion.

2212. You know at present boys and girls practically, with some few exceptions, have the same examination papers set to them?—Yes.

2213. Although they do not compete as between the sexes?—I understand that.

2214. Would you think it desirable to have a different programme for the boys and a different one for the girls, or that, if they have the same programme they should compete all together, on equal terms?—Well, I would have a different programme, if it were not difficult to carry it out in practice. But I fear that in carrying out the examination it would entail a great deal of trouble to have different programmes, and I have heard ladies say in Dublin when the system was started, they objected on the ground that it cast some sort of stigma of inferiority upon them, which they would not have at all.

2215. Do you not think that if they have that feeling about casting a stigma, and showing their inferiority, they ought to compete with the boys?—Certainly, except in some subjects, of course.

2216. But is it not a fact that the present programme for girls is found so unsatisfactory by the great majority of Catholic female schools that they do not send in their pupils at all?—That is true, because some ladies connected with these schools told me that themselves.

2217. And would it not be fair that those girls' schools which prefer to have a different programme and do not regard that as a sign of inferiority should

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be able to send in their girls?—Certainly, because I think it would be the duty of the Board to encourage as far as possible Intermediate education all round, and to bring the benefits of the indirect endowment to all Intermediate schools on fair terms.

2218. Dr. BARKLEY.—I have just one question to ask you in reference to the teaching of prosody. You say several questions ought to be set in written examinations: I wish to know whether you would limit this to any grade, or whether you think it should run throughout the system, from the Preparatory Grade upward?—I would have more of it in the Senior and Middle Grades than in the Junior Grade.

2219. Would you have it in the Preparatory?—I would, but on a very small scale.

2220. Of course, there might be a little Latin verse in the higher grade?—Very little verse, because I think that writing Latin verse hardly pays (now especially) for the time and labour spent in getting the facility of writing it, because it is more or less a kind of a knack. No doubt, nothing is better for teaching prosody, but at the same time it is not easy to acquire the knack, and not particularly useful in after life even for acquiring the knowledge of classics I spoke of.

2221. Most Rev. Dr. WALSH.—I have just one question in reference to the work of the inspector. Your lordship spoke of the inspector seeing some of the classes taught in his presence?—Yes.

2222. You do not consider that he should take part in the examination of these pupils, do you?—Not under the present system.

2223. But under the system you recommend?—Yes, under the system I recommend; but I think the less part he took in the examination of the class the better.

2224. It is sometimes urged, as an objection to any system of inspection such as you contemplate, that it would give no real guarantee of what was going on normally in the school—that a sort of show lesson might be made up for the occasion. Do you not think that such a difficulty could be easily provided against?—I think that could be easily met, the inspector might choose the lesson and the boys to be examined.

2225. So that in so far as the difficulty may be a real one, it could be easily met?—Yes.

2226. Would you approve of the system going as far as this—that in the matter of composition, for instance, the inspector might hand to the teacher of the class a passage which he wished to see turned into Latin?—Certainly, in the higher grades.

2227. And if he wished to hear them read a certain passage he could have that done in his presence?—Certainly.

The witness withdrew.

J. R. LEEBODY, M.A., D.Sc., President, Magee College, Londonderry, examined.

J. R. Leebody, M.A., D.Sc.

2230. CHAIRMAN.—Professor Leebody, you are a Doctor of Science, Fellow of the Institute of Chemistry; and a Member of the Senate of the Royal University?—Yes.

2231. And you are on the Standing Committee of the Senate?—Yes.

2232. You are Professor of Mathematics and Physics in Magee College, Londonderry?—Yes, and President of the College.

2233. And you now are, and have been, I think since the commencement, one of the examiners in mathematics under the Intermediate Board?—Yes, I have examined, I think, twelve or thirteen times, and in every branch of the curriculum.

2234. You have been Professor of Mathematics and Physics in Magee College since 1865?—Yes.

2235. And therefore you have had thirty-three years' experience of the examinations for entrance?—Yes.

2236. And you have been over twenty-five years member of the Board of Governors of a large Intermediate school?—Yes.

2237. What school is that?—Foyle College formerly; the Academical Institution, with a varying attendance of from 100 to 150.

2238. You are a member of various committees for the promotion of the teaching of elementary science under the Department of Science and Art?—Yes, I took a great deal of practical interest in it twenty-five or thirty years ago. I used to give introductory lectures in the courses, and pay close attention to their working and methods of working.

2239. You have had nearly thirty years' experience in the delivery of University Extension Lectures in chemistry and physics?—Yes, I began those about thirty years ago, and I have only ceased now.

2240. With all that varied experience you will be able to give us a great deal of valuable information in reference to the teaching of chemistry and physics under the Intermediate Board?—Yes. I have paid close attention to that also and to the working of the Act in its bearing on both boys and girls' schools.

2241. Do you refer to its effect upon the teaching of those particular subjects or to its benefits generally?—I would wish to say something first generally as to its benefits.

2242. The reason I ask that is because you say in your paper "I confine my remarks to the points on which I have direct personal knowledge, its effects on the teaching of mathematics, physics, and chemistry"?—I knew you would get most voluminous information on the other points, and therefore I didn't flood you with it. But in case you were so good as to call me before you I was prepared to tell all I knew.

2243. We are anxious to know your experience as to the working of this Act generally. Tell us what is your general opinion as to how it has worked?—It has done a great deal of good.

2244. It has done a great deal of good in the special department of mathematics?—In the special department of mathematics in both boys and girls schools it has effected great benefit. That benefit has been more marked in the case of schools of what you may call the second class than in the case of the best schools; and it has been more marked in the case of girls' schools than in the schools for boys.

2245. You say that there has been a good deal of improvement in mathematics?—I am speaking about the subjects in general, and the improvement has been very marked, especially in what I would call schools of the second class, but not so marked in schools of the first class. Then as regards individuals the tendency has been not to make the position of the clever and well-taught boy better, but certainly to bring up the average, and I think it is instructive to notice that.

2246. Then the effect has been to extend the number of students who have been brought up to a particular level?—It has.

2247. But not so much to raise the level of the best boys?—Yes, and that is instructive because it shows that the system as at present wrought tends to a sort of mathematical limit. The better schools become the less capacity it has for improving them, and on the other hand the possible evils which have been pointed out begin to have a counteracting effect, and there-

fore, while I believe that no system could have been adopted in 1878 better for Ireland, I don't think it is the best system now.

2248. What do you consider would be the best system for adoption now? Do not have regard to the mode in which it should be carried out. Suppose you had a free hand to lay down the best system of Intermediate education in Ireland what system would you adopt?—I would allow every school to have a free hand. But that is purely a theoretical supposition. We have the religious difficulty which we cannot ignore, and there are other difficulties which put it out of practical possibility.

2249. There are a number of difficulties that you have observed in the working of the system?—Before mentioning them I would wish to say in regard to the education of girls, which I have looked into closely—we have very fine schools in Derry—that the improvement has been immense. I believe that a girl from one of our best schools in Dublin, Belfast, or Derry, after she gets the length of the Senior Grade is equal in scholarship to a girl of the same age in the best English schools. I do not make that statement haphazard. I make it from the experience of my own daughter, who, after passing through the Senior Grade, was at one of those advanced schools, and found that she entered their highest form as a matter of course.

2250. Do you wish to say anything more as to your experience of the advantages of the Act before I ask you what were the defects, if any, which you have observed in its working?—There is one thing about its working with which not much fault has been found, and which I have not seen attention called to up to the present, and that is the very satisfactory way in which the details of the examination work are carried out. From the first I have had a general supervision over the centres in Derry, which are pretty large. At the first there was a want of knowledge on the part of the superintendents as to their duties, and some arrangements that they made gave rise to a difficulty about the examinations. Now the thing works like clockwork, and I have never heard the slightest hint of the possibility of copying or anything unfair in reference to the examinations. The practical working of the examination system is extremely good.

2251. Some suggestion was made by one witness of the possibility of an examination paper coming to the knowledge of an individual student before the examination. But you have never heard of a complaint of that nature?—Never, and I could not conceive it possible under the present system.

2252. And I may tell you the Board have never received a complaint of that nature?—On the second year the Board were holding the examinations I remember calling the attention of the Commissioners to a circumstance that had to be guarded against. The papers were sent out all at once to the superintendents in every subject. The chemistry papers would be sent to a centre where there was no examination in chemistry. No demand was made to send these papers back, and the result was that a superintendent, if he had been dishonest, might have taken the chemistry paper and have sent it away to another centre, and no one would know anything about it. Anything of that sort is now impossible. No paper can be opened if it is not going to be used. I cannot conceive that at present there can be any unfairness in the examination.

2253. What defects have you observed in the working of the system?—There are some things pointed out as defects which I have not observed. One of these is over-pressure. No circumstances whatever have come under my notice that would lead me to believe in over-pressure. Girls are perhaps more subject to it than boys; it tells more upon them. As regards the large school that I speak of, athletics flourish in that school as well as they ever did. I have never seen instances of over-pressure. We have attending Magee College a large number of girls who, after taking an Intermediate course, proceed to the university. Every year we have about twenty of them. There are some twenty this year, and healthier girls you could not see. I must say that the charge of over-pressure may in some cases be justified, but I have never met them.

2254. Are there any other of the defects in the system that have been mentioned here which you believe to be non-existing?—A general charge has been made that this examination turned on chance too much, and it has been pointed out that a boy may be only five marks behind another boy who gets £50, while he only gets a small prize. That applies to examinations in general, and the general tendency of the present day is to making everything turn on examinations. Take our highest Civil Service examination in Ireland that for county surveyorships. One man is five marks below another man—the latter gets a position worth £400 or £500 a year, while the other man gets nothing.

2255. In the examination for the Fellowships at Trinity College a difference of one mark settles it?—Yes.

2256. Now we will come to the defects of the system?—It does undoubtedly tend to run education too much into one groove. It does tend to produce unhealthy competition I think between schools, and a false idea of the true aims of education and of course its practical working has been to make the teaching of languages deteriorate and to make the teaching of physics and chemistry almost extinct.

2257. Has the system a tendency to promote cramming as distinct from sound education; in other words, that the ultimate end aimed at is to pass the examination instead of the examination being used as a means towards true education?—It has some tendency in that way, though if by cramming is meant the imparting accurate knowledge——

2258. That is not what I mean by cramming. What I mean is the learning that is taught with a view to the ultimate end of passing the examination and to be then forgotten?—Well, it may have some tendency towards that.

2259. In reference to its alleged tendency to cause education to run into one groove of course that is a very considerable defect in education?—Yes.

2260. One of the matters that a schoolmaster cherishes most is as much liberty as is consistent with the amount of knowledge that his pupils require being properly tested. Is not that so?—Yet, where schools are well conducted it is wonderful, though they have not been working with reference to an examination, how similarly the good schools will come out. The Education Act of 1878 was sprung upon the country. The first hint of it was in the Queen's Speech. The first examinations were held in 1879. There could be no cramming for that or special preparation, and at once some of the fine Catholic schools in the South and some of our fine Protestant schools in the North stood in the front, which proved that there was good teaching going on in some places in Ireland, and that these well-taught schools having a common test applied to them gave a pretty uniform result.

2261. What suggestions have you to make in reference to the improvement of the system, supposing that we are not fettered by Act of Parliament?—Small details may be improved, but

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I feel that no very striking improvement can be effected without legislation.

2262. We will not consider now whether the improvement is to be effected by rules or by legislation. The legal members of the Board will consider as well as they can what will require legislation, and what will not. Do not apply yourself to that question at all. But tell us what the ideal system ought to be under the present circumstances?—Examination plus inspection.

2263. That is the ideal system?—Yes.

2264. Do you think that examination ought to be for pass students as well as for competition students?—I do not see at least in the beginning, any satisfactory way of dealing with the pass students except by, for a while at least, continuing your general examination; and for honour students you must always have it.

2265. It must always continue?—Yes.

2266. In reference to inspection what would you propose the duties of the inspector should be?—Not at all a minute examination of the pupils by himself but a general inspection of the value of the school as an educational agency.

2267. In order to ascertain the efficiency of the teaching?—The efficiency of the teaching. He would probably learn more of that by sitting on the benches and listening to the teacher teaching for an hour than by questioning the class.

2268. Or hear the teacher questioning the class?—Hear the teacher examining rather than examine himself. And then if he were a man who is level-headed and had a sound knowledge of education it is amazing how much he could tell by merely walking round the room noticing the details of the teaching. That is the sort of inspection I would favour.

2269. Have you ever been present at the *viva voce* part of the Fellowship examinations in Trinity College?—No.

2270. A number of students are sitting round. Certain questions are asked. If one person does not answer it passes on to the next, and you can easily ascertain in a short time in that way the general knowledge of the class of students?—Yes, but children are different, however. They have not the presence of mind of adults, and I can understand the cleverest child in a class making the poorest show.

2271. I am not speaking of competitive examination, but of an examination for the purpose of ascertaining whether they had sufficient knowledge to pass the examination. Such a child as you refer to may be specially called up and spoken to and encouraged a little, and asked what he knew, and after a time his knowledge would flow out?—In the first instance the schools will be a little nervous of inspection. But I would hope that would soon wear off, and that the schools would welcome the inspector as a friend. And I would hope that as the years went on the written examination for the mere pass may become quite an unnecessary thing.

2272. Of course the ideal system, which you told me is not possible in the circumstances of Ireland in consequence of the religious difficulty, would be, that there should be a special grant to each school and that the head of the school should pursue his own methods. In the absence of such a system, would not the efficiency of the school be the thing to be ascertained?—Yes.

2273. That the school should be treated as the unit?—Yes.

2274. And, if you ensure the efficiency of the school, as the scholars to be taught there are a fixed quantity, you may assume that the greater the efficiency the greater the result on the scholars?—Yes.

2275. Would you see any objection then to the amount of money which was to be paid to the school, being made dependent on the efficiency of the teaching and the number of these scholars?—I fear that we are not ready for applying for that test yet, but I should hope that in the end we would come to that.

2276. What do you think is the difficulty of applying it at present?—I do not think that the system, if introduced immediately, would probably command public confidence. The transition would be too rapid. Everybody understands the examination test, but everybody would not understand an inspection test. But I hope that in time we might get rid of these pass examinations, and that a school would, on getting a certain position, be entitled to a certain grant; and, if the inspector reported that it maintained that position, the grant would be continued.

2277. The grant would not be made as a capitation grant unless the school was reported to be efficient?—Yes.

2278. Speaking now from your own individual point of view as distinguished from the public point of view, have you arrived yet at the stage that you could suggest what you think is the best system?—I have not really formed an opinion upon it. I always look at these things from the point of view of how the outside public would accept it.

2279. Before I go to the special subject of chemistry and natural philosophy, as to which I shall have a good deal to ask you, do you wish to say anything more as to the subject of education in general?—There are a number of points raised on this paper.

2280. Perhaps we had better go through these questions one by one. As far as chemistry and natural science is concerned I suppose you consider that it is absolutely necessary that there should be a practical examination?—Well, that is just one point on which I think there has been a little loose talk. There is no doubt that, to learn these subjects thoroughly, a pupil must work with his hands, but what is feasible in a school and in a college are things that are quite different. There is no possibility of boys in the average school having a laboratory suitable for all the grades, or of their having the time to do much practical work. What I think is the most we can aim at is this, that, in every school connected with the Intermediate system, there should be good experimental lectures delivered. And, if those are properly done, and the boys are taught to study them with attention, they learn a great deal, and then a few picked boys in the Senior Grade would perhaps do practical work. But it is possible to convey a large amount of practical knowledge by lectures to a great number of boys without their actually working themselves. As regards practical work in chemistry and physics it is hardly worth attempting it unless the pupil has an hour at a time for it, or perhaps two. And then it involves considerable laboratory fittings. In fact, although an ideal system, it involves requirements out of the range of any except two or three of our big schools. I would therefore have no practical test for boys in our lower grades, and would limit the practical tests to honour candidates in Middle and Senior.

2281. Would you limit the chemistry to mere book teaching?—Not book teaching, but teaching done by experimental lectures and it is possible to examine in chemistry and physics in such a way that the boy who thoroughly understands the practical side of the thing will answer and the other boy won't.

2282. How can a boy really know the practical side of the thing without doing it himself?—He can.

2283. I don't quite see it?—The teacher says to his boys "We are going to prepare oxygen gas, what apparatus do we want?" They are all spread out. "We want certain chemicals. Here they are. How do we proceed?" The boys are taught in that way; and if you ask a boy to describe how he would prepare oxygen gas, he will do it.

2284. He will, and at the same time he may learn the same thing out of a book merely, and give the same answer?—A good examiner would tell at once by a paper whether he had done it in one way or the other.

2285. We have a good deal of evidence, you are aware, from the Science and Art Department, and from Professor Fitzgerald as to the necessity for practical instruction in chemistry?—I regard it as most desirable, but it is in the same condition as our ideal Intermediate school.

2286. It would be advantageous, if it were possible?—Most advantageous, but not possible.

2287. Under the Science and Art Department there is a provision for making grants for laboratories?—Yes.

2288. In the event of the locality providing one-half?—And I would very much like to see you having the same powers.

2289. The power of the Science and Art Department is in the event of the locality providing half the expenses?—What we want at present is appliances and teachers, and we are very badly off for both. Appliances, in many of the smaller schools, can only be had by aid from the Board.

2290. Supposing that the Board did obtain power from Parliament to apply certain sums under particular circumstances towards establishing laboratories, would you consider it then an advantage that there should be practical teaching in these subjects?—Certainly. Of course there are two sorts of practical teaching—the practical teaching where the teacher does not merely cram boys roughly or hurriedly, but goes into every little thing that they would have to do themselves, and does it before them.

2291. But I mean that the students should do it themselves?—In the larger schools it might be introduced, but it is a very expensive item fitting up a laboratory for even a couple of dozen boys.

2292. You are aware that at present a boy who wants to learn chemistry in a practical way, for instance to qualify himself to be the head of a chemical manufacturing firm, usually goes to Germany for the purpose of learning?—Yes.

2293. We cannot deal with these higher educational establishments; but do you not think that it would be well to have our Intermediate education of such a character that a boy would be able under it to acquire an education that would fit him to go over to Germany and take the benefit of the higher education there?—Yes, but the work that is done in Germany should be done in this country by technical schools.

2294. But we can only deal with matters as we have them. I am speaking of my own knowledge of gentlemen who are at the head of establishments of that character, and I find they are all educated in Germany. But, wherever they are educated, whether in a technical school here—which I hope we will have—or in Germany, ought not their earlier education to be of such a character as to enable them to get the greatest benefit from the subsequent high teaching?—Yes, and such a boy as that would, under the scheme that I think feasible, be well grounded in the more elementary facts by seeing them illustrated before him in the Preparatory and Junior Grades, and then in the Middle he would begin to put his own hands to work and get a general knowledge of the subject—and in the Senior Grade the same; and he would then be able to go to Germany and take up any special branch.

2295. Putting his hand to the work in the Middle Grade is good, but do you not think that it would be better to let him at it in the Junior Grade?—Wherever it could be done—where a school was rich, and had a fine laboratory, and there was time for the boys to do practical work.

2296. According to your knowledge are the professions overstocked in Ireland?—I am afraid they are.

2297. There are a number of occupations that require the greatest intellectual skill and the highest class of education of which we have not as many examples in Ireland as we would wish?—That is so.

2298. We frequently see persons of great skill as electrical engineers, etc., brought over to Ireland, and these persons receive large salaries in this country?—Yes.

2299. Do you not think that it would be advisable that our scheme of Intermediate education should afford equal advantages to a boy who wishes to be educated with a view to a scientific profession as to those who are going to professions of Divinity, the Law, and Medicine?—Oh, yes. I think certainly you might encourage science much more than you are doing. I do not know why the change was made, but you used to give a silver medal for the best place in natural philosophy and chemistry; and that has by degrees dropped out.

2300. Some members of the Board think that it is very difficult to test a real knowledge of chemistry and natural philosophy without a *viva voce* examination?—I do not quite hold that. The papers that have been set in the grades have often been very unsatisfactory—papers that could be answered by cramming from a book, whereas they might have been papers which nobody could answer well who had not seen experiments done.

2301. (*Reading*)—"As regards the crying need for the better teaching of science, I do not see how the Board can do anything with their present powers. Assigning higher marks to physics and chemistry will not provide suitable teachers, suitable class-rooms, and suitable apparatus where those are non-existent. Had the Board the powers suggested above it would be easy to indicate how the teaching of science could be improved"?—That is so.

2302. And you attribute to these matters the falling off in the number of students that present themselves?—At least that is one of the reasons.

2303. What do you think are the other reasons? We are anxious to know them with a view of obviating them?—It is extremely difficult to say exactly. Here is the phenomenon we have to consider. That subject appears to have improved, with other subjects, for a while, and you had a sort of rising curve to about ten years ago. I cannot tell why, but it then seems to have taken a sudden drop, and it seems now to be going from bad to worse.

2304. Do you consider that the upper part of that curve was reached when our Preparatory Grade was introduced, and that the fact of our not having natural science or chemistry in the Preparatory Grade caused the decline?—I am not sure when it was introduced.

Most Rev. Dr. WALSH.—It was in 1892.

Witness.—It was just about then that the drop began. The causes, of course, are various. For one thing, as the Intermediate examinations have gone on, teachers have got more and more in the habit of working the thing commercially, looking out for the paying subjects that a boy can take. Chemistry was not a paying subject, and that is one reason. Another reason, I think, may have been the exclusion of the subject from the Preparatory Grade, because if a boy does not begin the subject in the earliest examinations, he is very likely to go on in the groove that he started in.

2305. CHAIRMAN.—Therefore one of the changes we ought to make would be to introduce chemistry and natural philosophy into the Preparatory Grade?—Certainly. I think there is no subject that you can make more interesting to a boy of 11 or 12 than these subjects; if well taught.

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2306. Is it not a fact that it is very difficult for a boy to take up at the same period English, Latin, Greek, a little mathematics, a modern language, and still have any time to give to chemistry?—Yes; I fear that there is little time for the satisfactory study of chemistry.

2307. Therefore, if it were material that a boy should study chemistry, do you not think that it would be necessary that there should be a certain division in the course of the Intermediate system?—I have thought that desirable. At present you insist on two languages for every boy passing in any grade. I think it is desirable that most of them should conform to that; but if a boy wishes to specialise in science, and go in for some technical subjects like technical electricity, or technical chemistry, he should be allowed to have one language.

2308. I would like to commence these matters of the courses from the beginning. If a boy was ultimately to seek his livelihood in a scientific profession, according to your view, would it not be advisable that he should commence his study in the Preparatory Grade?—It would.

2309. Therefore that would necessitate a division of the courses in the Preparatory Grade?—But on the subject of grades, if I might just say a word, I do not know that the present division of grades into four is a desirable one.

2310. What would you suggest?—I would rather have only three grades—one for boys under fifteen, one for boys under sixteen, and one for boys under seventeen.

2311. Then you would exclude the boys between seventeen and eighteen?—Yes; I would have it fifteen, sixteen, and seventeen.

2312. Under seventeen would be the limit for the Senior Grade?—Yes.

2313. Then you would exclude from either examination or competition one year of the boys that are admitted at present?—So far as a pass is concerned, I agree with what has been said here, that an age limit is not perhaps necessary.

2314. But, so far as competition is concerned, you would exclude a boy over seventeen and under eighteen?—Yes; I think we have now progressed in Intermediate education, and that by the time a boy is seventeen he should have fairly completed his school work. Let him then either go to a university or spend a year in special preparation for a university.

2315. But we have been speaking of the religious difficulty, and your suggestion at once raises this question as to a university; if there was no university in existence that the parents of a boy wished him to enter, you leave his education unprovided for from seventeen to eighteen, during which he might be acquiring knowledge?—I was not looking at it, beyond the Intermediate.

2316. The religious difficulty in this matter appears to me to be the greatest of all, and I am very anxious to keep it out of the matter as far as possible. Having regard to that, would you suggest that we should take the limit under 17 instead of under 18?—I should say, looking at it from the point of view of what was best for the boy, and, assuming that he had a university that he could enter, I think he would better spend the year between 17 and 18 in preparing for it. As a matter of fact, our best boys going to a university generally finish at that age, and spend another year preparing for the university.

2317. Whatever be the lowest grade, you think there should be a division of courses?—Yes.

2318. What programme would you have in the lower grade?—It would not require much modification. Here the only modification I suggest is that, instead of being bound to take two languages, a boy might only take the one essential one—English.

2319. The details of it could be very easily settled. Do you think that there should be a distinct course for those who are looking forward to adopting a scientific profession?—I think it would be desirable.

2320. Do you think there should be what is called a modern side?—Yes, running through.

2321. Do you wish to say anything as to the distinction between primary and secondary education, or primary and Intermediate education, or a primary and an Intermediate school. Are you of opinion that there has been any overlapping?—Not very much. Taking the case of the large school, I know myself it will always have a considerable number of boys who are going to business and these naturally drop off after the Junior Grade—for merchants want boys into their office at about the age of 16. And the overlapping arises really in this way. The primary teaching is given very well in the National Schools up to perhaps the age of 15, and parents who have a little means and social position prefer to get their boys' education in an Intermediate school; and I think too as a whole, that as a boy gets older, after 12 or 13, that the teaching in an Intermediate school is not so mechanical as that of a National school. National school teaching is very mechanical.

2322. In the National school, although there is a certain amount of secondary instruction, that is really not intended for Intermediate students. It is only added as an adjunct?—That is all, but that overlapping arises very largely, I think, from parents, who can afford the money, pursuing the primary education of their children in an Intermediate school rather than in a primary.

2323. Do you think that the over-lapping is such that we should adopt precaution against it other than those we have adopted?—Oh, I think not.

2324. Have you considered the question of pass and honour papers, or pass and competition papers?—Yes.

2325. It has often presented itself to you as an examiner?—Yes, I have often thought over it. With reference to the statement that the percentage for pass is so high in some subjects that there are only a certain section of questions on the paper that are pass, and that if you take the 25 per cent. proportion out of that, you run to a very large figure, I think that has led to a misapprehension.

2326. Take some cases you have examined into yourself?—Euclid is one. In that 265 marks are allotted to exercises and deductions, and the balance of the 600 to the text. I hold that the whole of the text is pass work, so that there is more than 40 per cent. allowed for pass work on that paper, and similarly with other papers. But undoubtedly the tendency of late years has been to make the pass examinations too difficult. One modification in the geometry examination—a very desirable thing for the better class of students—is the modifying of the enunciation of the propositions. Examiners are authorised—instructed almost—to vary the enunciations. To the less bright boy that is presenting him with a thing he does not recognise at all. I would really, therefore, in the framing of that paper prefer the older plan of simply stating the enunciations of the propositions of Euclid in Euclid's words for the pass boys, and putting on deductions to test the better class of candidates. I think the present system has worked fairly well, keeping the paper all as one piece, and without discriminating on the face of it between pass and honours.

2327. And do you think that that is the best system?—I am not sure that it does not work for lower examinations very well. I do not know that the University of London have ever departed from it in their matriculation examination.

2328. What do you think would be a fair percentage in setting a pass paper for a student to pass on?—If you file down the pass to be an easy pass, I think 25 per cent. would be too low.

2329. I am not taking 25 per cent. on our paper; but, supposing all the questions on the paper to be pass questions?—It should certainly be 33 per cent., or one-third, in mathematics.

2330. Supposing half the paper is taken up by questions that a pass student could not be expected to answer, would it follow that the percentage should be one-half of that?—Yes; if half of the paper is out of the range of a pass student.

2331. I suppose that in an honour paper at least one-half of the questions would be out of the range of pass students?—Yes. The deductions in Euclid you may say, as a rule, are outside the range of pass students. But the papers have undoubtedly been creeping up in difficulty.

2332. And is there great difficulty in any Board guarding against that?—In my own experience of the Intermediate I have often been associated with two fresh examiners, or perhaps only one, and their tendency was to "go one better" than the people of the previous year. You can, of course, expostulate with a colleague for one question or two.

2333. You cannot have it all your own way?—No, the result is that the standard is gradually creeping up.

2334. Would you approve of a permanent Board or a *quasi* permanent Board of Examiners, who would have the power of vetoing a question, but not the power of proposing a question themselves?—If it could be done. Of course in the Royal University we depend altogether on our Boards of Examiners, but in the Intermediate Board there has been always, on the mathematical side at least, a certain provision.

2335. Mr. Malet?—Yes; not to the extent of vetoing a question, but of calling an examiner's attention to it.

2336. We intended to give him the power of absolutely vetoing?—I do not think that any examiner, having corresponded with him, would insist on an unsuitable question.

2337. But I understand that, as a matter of fact, some of the papers in subjects in which you were an examiner, were, against your own view, made more difficult than you thought that they ought to be?—For a pass; but not more difficult for bringing out the work of the better boys. Certainly they do present more difficulty in passing. If one looks at the paper we put in 1879 as compared with the one now put in the Junior Grade, I think he would find that there would be a very marked rise for the pass candidate.

2338. Will you be here to-morrow?—Yes.

2339. Is there anything that you wish to add which I may have omitted?—The only other point is this—although I think in the pass and honours examinations if you could carry it out, it would be better to have separate papers, you would have a number of candidates entering for the honours paper who were not at all able to take it, and if you restricted them to the honours paper they would be perfectly floored.

2340. My own view is not to give them the choice at the examination of separate papers; you are aware of the May notices?—Yes.

2341. Ought not a teacher be able at that time in May to form a good opinion as to whether a student should go in for pass or honours?—Yes, but my practical experience of schools is that no matter what the teacher says to some pupils the parents will insist on their going in for what they wish themselves. In our Derry school ten pupils went in this year contrary to the express injunctions of their teachers that they should not.

2342. Well is not the best remedy for that to let them take the consequences, and if they fail as a consequence they will not do it again?—That, I foresee, will make a terrible confusion for one year.

2343. It would not the next. Supposing a boy who was hardly fit for it took an honours paper, you would have on that honours paper, substantially, fifty per cent. of pass questions?—I suppose if geometry, you would put on the text of Euclid, but it would be hard to have a mixed paper, I should say an honours paper should be an honours paper all through.

2344. So that there would be no questions that a pass candidate might be capable of answering?—He might be capable of doing some, but he would have very little chance of getting 25 per cent.

2345. The experience of one year would teach a boy who had gone in for honours against the advice of his teachers from trying it again?—If you rejected all who failed in the honours paper you would have the Dublin Press attacking you for three months afterwards.

CHAIRMAN.—You must learn like us not to mind what the Press says.

2346. Rev. Dr. SALMON.—About the manner of conducting examinations, you think they have been quite satisfactory: some of these answers say that there was a good deal of copying going on, and that our superintendents were not efficient; we have no means of knowing that if nobody complains at the time?—There may have been some instances where the superintendents were not quite efficient. I may say I have heard of a few cases where a worthy clergyman from a country parish was appointed, and was not exactly up to the work. My belief is that the best superintendents—and they are now the great majority—are those engaged in the teaching profession.

2347. But if people don't complain to us about it, how are we to know it? About the *viva voce*. You must know, of course, that there are a number of very clever schoolmasters whose very object is to enable a person to pass an examination with the least amount of knowledge. For instance, take such a question as "Describe the method of preparing oxygen gas." What is to prevent a teacher from enabling a student to write out beforehand a full and perfect account of the method of preparing it without knowing anything himself at all about it?—I venture to say if the pupil had not actually seen it done before him he would make a mistake.

2348. Yes, if he could be cross-examined?—Even writing out.

2349, I don't see any difficulty about his learning it by heart, but to come to what we were just talking about—Euclid. In Trinity College we have often to deal with people coming from England where mathematics are not taught at all, at least the method in which they are taught is that in some cases the teacher makes the pupil write out the whole of the answers in Euclid, so that they can write them out with perfect readiness. I assure you we find when examining in Euclid a man clearing the whole paper, for he has nothing to do but write out the proposition as he finds it in the book, but as to whether he really understands it we have no test?—It is difficult to guard against it; that would be the sort of thing that would be tested by inspection in schools.

2350. Yes, as to giving result fees you could certainly, but as to individual pupil's knowledge I don't see how you could test it?—But to take your present annual examinations and make them your present written, plus an oral, would be an enormous undertaking.

2351. Then the question again about chemistry, natural philosophy, and so forth, the question is not whether they should be taught, but what would be the age for a boy to begin to learn them, if you want to have a good chemist is he to be a mere artisan; is he to be able to know how to spell and write decent English, and to know any language but his own—ought you to divorce the teaching of chemistry from the sound knowledge of other subjects. Ought you not first to give a boy a good elementary education before you put him these special subjects?—It is simply if you have an examination and have these subjects which he will not need afterwards he will leave them out altogether. It is wonderful how much interest even very junior boys may be made to take in chemistry.

2352. No doubt; but a boy can take a great interest in a subject without any mental strain. I don't think you are giving education unless you require some mental effort. Lectures of that kind were given in a school that I was at and we listened to them with the greatest interest, and Dr. Lover used to give

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lectures in Dublin which were extremely popular, and boys like those things; but then they merely listen to them, and there is no mental effort of their own to learn them; the question is, is that education?—If it makes them think it is education—think ever so little.

2353. But does it?—I hope it does. Certainly much of education in the beginning is purely mechanical.

2354. And what about beginning these subjects too early?—The reason for beginning these subjects very early is to avoid the risk of their being eliminated from the programme altogether, for the boys run on, as a rule, in the groove in which they begin.

2355. O'CONOR DON.—As I understand from the answers you sent in you consider there has been great improvement in mathematical teaching in Ireland?—For the average boy. But I may say that when I was an examiner in, I believe, 1879, I was greatly struck by the answering of a boy and so was my co-examiner, and we took a note of the number and afterwards saw who the boy was. He turned out, later on, a senior wrangler in Cambridge, and he is now a professor in Dublin; so that there was very good teaching in mathematics before that date. I don't think the superior boys are a bit better now than then, but the average boy is certainly much better.

2356. You stated in this paper that you think unfair and unsuitable questions in mathematics have rarely been put?—I should say more rarely than in other subjects. Some of the algebra questions I have not approved of at all.

2357. You rather modify then what you said in your former statement?—To some extent. I was speaking comparatively with other subjects.

2358. Do you think every school connected with our system should have a laboratory and appliances and teachers for teaching science, chemistry, and natural philosophy?—They should at least have a lecture room where good experimental lectures could be given, and then, if the school is a large one, they could proceed to have working benches for boys. At present in our large school in Derry we have a very good lecture room but no working benches, and I don't know any school in Ireland where a room with special working benches exists.

2359. I would like to know to what extent you would carry these requirements. Suppose for instance the obtaining of any grants were made dependent on the report of the inspector that a school had all the necessary appliances for giving, we will say, Intermediate education in general, would you think it desirable or possible to include in that the appliances necessary for teaching in every school chemistry and natural philosophy?—Well, you could not have a common standard. If a school had the appliances that a science and art inspector would consider proper for teaching science in the same subjects I consider such a school should pass muster.

2360. Suppose there was a school that had not these appliances, but in other respects was what you would call a satisfactory school, do you think that school should be excluded from any grant?—Oh, no. It should get no grants in science subjects.

2361. You would still allow it to send up pupils in other subjects?—Certainly.

2362. Would not one of the natural consequences arising from that be, that from all those schools that had no special appliances, and did not satisfy the inspector, the teaching of chemistry and natural philosophy would be absolutely banished?—I suppose it is non-existent now and would continue to be so.

2363. Would not requiring this, as a preliminary to sending up students in these subjects, have a tendency to diminish rather than encourage the study of these subjects which you say are dying out?—I should hope not. If the parents in a particular locality wanted their sons taught these things, and a good many parents do, they would put a little pressure on the schools to conform to the requirements.

2364. The present state of things is, you say, that these studies are dying out in schools?—That is so.

2365. If you make an additional call upon the schools to supply these laboratories, appliances, and special teachers, would not that cause great difficulty in the way of taking them up, and consequently lead to their being still more neglected?—I don't see that it should.

2366. Would it not be a greater difficulty in the way of the teachers?—They cannot teach the subjects without these things.

2367. Might not there be a certain amount learned from books?—I don't know that it is desirable to encourage that, it has not done any good. With reference to teachers, I think that the Board might consider whether they should not issue some sort of diploma for science teachers. It is very difficult at present for head-masters to get suitable science men. If the Board would issue some sort of certificate for science teachers it might be very beneficial.

2368. In inducing the teachers to take it up?—Yes. If boys went in for practical work they should give a good deal of time to it. They would be only a few boys, who would be afterwards going into technical branches, where it is wanted.

2369. You have evidently from what you have already stated taken a good deal of interest in the education of girls, do you think the programme for girls and boys being the same is a satisfactory arrangement?—I think it is; it is the thing aimed at by all the highest educationists in England, and the programmes of the Oxford and Cambridge Local Examinations go on the same idea. Ladies in Ireland are most anxious to have the same programme.

2370. But the example of England would show that the boys and girls compete?—Yes; but I don't think we are prepared for that yet here. All the girls' schools in Ireland are run purely as private ventures, with practically nothing in the way of endowment. Take one of our large girls' schools in Derry. This is a private venture, with no one to do anything for it except the principals, and on the other hand, there is our large school for boys with an influential Board of Governors and an endowment of a couple of thousand a year.

2371. Where there is no competition between boys and girls where is the necessity or desirability of having the programmes identical?—The programmes need not perhaps be identical, but they should in the main run on the same lines.

2372. You are aware of the fact of the programme being the same for boys and girls has the effect of preventing a very large number of girls' schools from taking advantage of the system?—I believe that is so.

2373. Do you not think it would be fairer that those who think that boys and girls should be on the same level would have the opportunity of sending in their girls to compete with the boys?—That would be met by a little more latitude in what would constitute the subjects for entrance in a given grade. Let a girl who is thinking of the university take the same course as the boys, let another girl who does not wish to enter a university take, if she wishes, a course in languages, &c. I should say that the fact that boys and girls can freely compete in the university does not exactly touch the Intermediate course, because it is only the picked women that go to the university, and the picked women may very well compete with the average man, but if you put the strain on the average girl of competing with the average boy, especially during the years over which the Intermediate extends, I am afraid the strain would be too much.

2374. I am rather pointing in the opposite direction. It might be desirable to give to girls a totally different programme, and there are some girls' schools who think the programme ought to be the same. Wherever that idea prevailed they should have the opportunity of going in with the boys, but on the

other hand there should be a distinct programme for girls?—Your present programme, with more latitude as to choice of subjects, should meet the case.

2375. To a certain extent it has, but do you think that might not be largely extended—for instance, by giving a larger number of marks to certain subjects in the girls' programme than in the boys'?—Yes, but I would like that in all things which are the real test of mental fibre in education—classics, mathematics, &c.—girls should be encouraged to compete, and the girl who is not fit for that should be slightly at a drawback in competing with other girls, but I am quite well aware of the fact that a great many otherwise well taught girls have not the opportunity of studying in classics or mathematics. The question is one in regard to which you will probably get some strong expressions of opinion from the principals of some large ladies' schools.

2376. Rev. Dr. TODD MARTIN.—In your experience there has not been such over-pressure as is charged against this system?—That is my opinion.

2377. How has the choice of subjects operated, has it operated very powerfully in forcing heads of schools to select a bad course for boys?—I don't exactly understand what you mean by a bad course.

2378. A course unsuitable, viewed either educationally or as to the future of the pupil?—The courses have generally been pretty good educationally, but not perhaps the best for the future of the pupil.

2379. And that is not held in check to any great extent by the parents of the pupils?—No.

2380. They leave it very much with the masters?—Yes.

2381. In your ideal scheme you would have no examination whatever. You would allow the head of a great school to make his spirit permeate the whole school and control him in no respect?—I would not like to say that the examinations be altogether given up; there should still be exhibitions and scholarships open to competition.

2382. You would keep up that rivalry?—Keep up that pressure.

2383. But with that limitation?—Yes, but as far as teaching the average individual is concerned I think I would leave it very much to the teachers.

2384. You think a combination of a general written examination with inspection would be the best practical test?—Yes, gradually introducing the inspection, giving more and more prominence to it as the years went on, not dropping the written examinations certainly for some time to come.

2385. Ultimately your end would be, so far as passing the students is concerned, the written examination would cease?—It might cease.

2386. The inspection would be the only test?—Yes.

2387. You would still retain a written examination for this competition for honours?—For honours and scholarships.

2388. You think an experimental examination is not possible?—Not generally. I don't see how it would be possible to examine on a written paper and afterwards have a practical examination. A practical examination would be out of the reach of Junior or possibly Middle Grades.

2389. Do you think it desirable to discourage the teaching of all experimental science in schools where there are not fully equipped laboratories?—I would be satisfied with a very moderate amount of equipment. All I would demand is that the teaching should be practical and good. By practical I do not mean that the student should do the work with his own hands, but that the teacher should do it before him.

2390. But that could be done without any very expensive equipment?—It could. It would be within the reach of any Intermediate school of moderate size.

2391. You would not propose to limit the teaching in a large school of experimental science for a larger number of students than could work in the laboratory? You would not make laboratory work compulsory?—Oh, not the teaching. I don't anticipate more than half a dozen pupils in many a school would go in for subjects requiring laboratory work, but the rest should attend well-illustrated lectures; only a very limited number of pupils would go on to do practical work.

2392. When I was a student in chemistry in the Queen's that was the course pursued?—Yes, but the working benches there did not accommodate more than fifteen students.

2393. There is a difficulty in getting time in an ordinary school course for experiments?—You could get perhaps time for four lectures or say four hours a week, but you would not have time in addition to that to put the boys to practical work for an hour or two.

2394. Do you think the decline in science teaching in the country is general?—I think there has been a falling-off to some extent in connection with the Science and Art Department.

2395. It is not limited to the Intermediate?—No, there are certainly not as many classes for the Science and Art Department as there were.

2396. It would seem from the evidence before us that the programme of this Board was very largely responsible for the falling off?—I don't know as to that. I cannot see any relation of cause and effect between the programme of the Board and the dropping-off of the Science and Art Department.

2397. I was not thinking of the Science and Art Department, but the general falling-off you told us of, which is exemplified in the falling-off in the Science and Art Department?—The Board for the first ten years seems to have stimulated the teaching of physics and chemistry as well as other things, but it seems for the past eight or nine years to have ceased to stimulate it and perhaps discouraged it.

2398. But at the same time there is a falling-off in another system?—There is; but this Board cannot be charged with it in any way. The reason for the falling-off in the number of science classes seems to be this, that a good deal of their teaching was cramming; and, after the Science and Art Department began to inspect, and told the teachers that they were not going to allow them to simply coach their pupils up in the answers to questions, but that they should do some experimental work, the falling-off came. The work of the teachers in many classes consisted in taking the examination papers for the previous ten years, making up the answers to every one of these questions without any experiment of any kind, and then sending their pupils, crammed with these questions, in; and, in nine cases out of ten they got seven or eight of these questions, and passed.

2399. Do you think it is advisable to have distinct courses throughout the whole education of the boy under the Intermediate, so far as he is educated under the Intermediate Act?—To bifurcate, so as to have a course like the present, and one not so literary—is that it? That, I understand, is the meaning of "distinct"; to have a course like the present, a grammar-school course and a modern course.

2400. And a scientific?—Yes; I think it would be desirable.

2401. Would there not be a danger that you would fix too early the educational course of the boy; if he has not taken up languages early you have bound him to the modern side?—A great many boys who enter our Intermediate schools—those who are going to the professions—have that set before them from the earliest times, and boys entering business in the same way, I don't think it would make much difference.

2402. You referred to the case of a very distinguished mathematician, whose papers you read when a junior candidate; you left the impression that he was educated under the old system?—I think so; if I remember right it was in 1879 he competed, and the first hint of the Intermediate was heard in 1878.

2403. It so happens that he was educated in a school which I had some hand in organizing, under the present Act?—Well, he is of a later date than that, then.

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2404. It must have been later?—Then the man I was thinking of was a man also high as a wrangler—a man called Alexander.

2405. The student you refer to was educated subsequent to the passing of the Act; the school was organized under the impulse given by the Act?—That may very probably be the case.

2406. Do you think that in schools having a governing body, such as the Board to which you belong, the teaching is allowed to pass into mere cram?—No, I think not.

2407. Or to any considerable extent directed simply to passing an examination?—No; I think in a large first-class school it is not.

2408. And the schools that are affected in that way very seriously are not the large schools?—They are rather the smaller struggling schools, to whom results fees are a matter of very great moment.

2409. These struggling schools are not the schools that really constitute the Intermediate education of the country?—Well, but by that I mean a school with under forty pupils and not a large endowment.

2410. You think the evil is very considerable?—It is, and even in a school like our large school in Derry, the teachers do complain of the strain; they would rather have a freer hand.

2411. That would be so if there were inspection, I suppose?—I don't know; inspection, I take it, would not be to the extent of establishing a course and saying that a particular Latin book should be read in such a year, or so and so.

2412. Yes, but suppose we changed the Latin books—of course it is a very serious tax upon the teachers in many schools. The point was this—the changing of the course of the books read involves in the case of a teacher, who is not a perfect adept in the language a very considerable amount of labour to make the new course up for teaching it?—It does, but to his own benefit very much.

2413. Of course it is, but he may not want his own benefit promoted in that way?—What a teacher would feel is—here we have a number of boys between fourteen and fifteen; we are told they must read these books in Latin and these books in Greek; we would just as soon select our own books.

2414. Because those books are not as suitable as his own?—Opinions would differ.

2415. Would there not be a danger of the school getting into a fixed course, and never leaving it?—A good teacher would see that his scholars had variety. There was very good teaching done in schools before the Intermediate.

2416. But the course was generally the same course read over and over again?—Yes; the only thing that modified it was the entrance examinations for the universities.

2417. Dr. BARKLEY.—Have you had any experience of schools preparing for our examinations, and, at the same time, connecting themselves with the Science and Art Department?—I don't think any of our schools in Derry have done that. Foyle College, before we amalgamated with it, used to have classes. I know there are secondary schools in Dungannon connected with the Department.

2418. I think you said you did not understand in what way our programme could affect the number of students going up in connection with the Science and Art Department. I see in a paper by Professor Preston he gives this as an explanation—"The present programme of the Intermediate Board has so crushed science teaching"—I suppose that is because the number of marks for it is small compared with other subjects—"that the schools find it impossible to place themselves in serious connection with the Department of Science and Art, and so cannot take advantage of its grants and support." Might not a change in our programme make it possible for our schools to connect themselves to a larger extent than they do at present with the Department of Science and Art, and in that way get assistance?—Yes; I think the Intermediate Board might very well work along with the Department, but, as far as I know, in Ireland the schools which mainly connect themselves with the Science and Art Department are primary schools, not secondary at all.

2419. In the list of schools in the calendar of the Science and Art Department, which I looked over the other day, I find amongst others the Academical Institution in Belfast, and the Belfast Royal Academy, and a number of schools preparing for Intermediate examinations: another school is the Upper Sullivan School, Holywood. At a recent annual meeting there it was stated that they prepared students for the Science and Art Department, and some had distinguished themselves very much; they also prepare students for our examinations?—Yes, a number of schools; but speaking of those that came within my own range, I only knew of the one secondary school being connected with the Department.

2420. And in that way our programme might affect the number of candidates being prepared for the Science and Art Department?—It might; if it was dropped in our schools they would naturally drop off, but I think the really efficient cause in the dropping-off of the numbers was the inspections.

2421. Did that commence comparatively recently?—I don't know how long. I think when Mr. Preston was appointed was the first time inspection was systematic here. It was about that time it first began here, and it seemed to me that really many of the schools in which it was taught made very little attempt to have experimental illustrations, and the teacher really would not come up to the require ments to get a grant.

2422. If the Science and Art Department gave grants for half the amount of apparatus required for scientific teaching—of course with reference to the subjects taught in the particular school—is it necessary we should provide supplemental grants of the same character?—I think so; and I also intended to hint in my evidence the hope that you might be able to give direct grants to schools rather independent of apparatus or anything else; if a school was found to be doing good work, although it could not pass many pupils from the locality, that this Board should have the power to give to the school a direct grant for the construction of a laboratory, which the Science and Art Department don't supply, as well as the purchase of apparatus.

2423. I see you suggest suitable schoolrooms for one thing, but the apparatus is apparently provided for by the Science and Art Department?—To the extent of half.

2424. With reference to the character of the papers you say you think the power to vary the enunciation in Euclid is an injury to pass candidates. Is it not the case that there are some schools in which the teaching of mathematics is of a poor character, and in which pupils are made to learn the propositions by heart and are not required to understand the reasoning?—There may be some of that still, but on the whole the teaching now is very much improved.

2425. One of our witnesses suggested that it was necessary to put at the head of our papers the instruction that the pupil might vary the wording—that he was not bound to conform absolutely to Euclid's wording, and that he might, in making the figure, use other letters than those used in Euclid?—My experience is that the best candidates, in giving a demonstration, don't at all put down the letters in the book, and show they understand it by writing a shorter proof than Euclid.

2426. Is that your experience of girls' schools?—Yes, there are no better prepared candidates for the university than some sent up from our girls' schools. There are six girls attending my junior mathematical class in Magee College this session, and no one could do neater work than they do—neat mathematics, well taught.

2427. You say the mathematical papers set by the Board have in general been satisfactory, does that extend to the papers set in arithmetic?—No, only

Euclid, algebra, and trigonometry I regret greatly that mechanics has been dropped out of the Senior Grade. I have examined in it several times. It was only the better class of boys took it, in the Senior Grade; they answered very well. It is a pity it dropped out. I see Professor FitzGerald calls attention to this and regrets that it has disappeared.

2428. Has your attention been called to the arithmetic papers of recent years: I don't wish to refer to any particular year?—Except in a general way, from the bitter complaints as to conundrums instead of questions.

2429. You have not looked into the papers to see whether these complaints were well founded?—No, I have not.

2430. Most Rev. Dr. WALSH.—I should wish to get your view distinctly about this subject of pass questions and honour questions on the same paper.

2431. I understood you to say that about one-third would be a fair percentage for a pass?—Yes.

2432. 33·3 per cent.? Well, we had a suggestion here the other day from a very competent authority—of course the most competent authorities will differ—Dr. Purser, of Trinity College, who said, I think, that 45 per cent. would be a fair pass standard?—I think it would be heavy enough.

2433. He was probably speaking of his own department?—I think it would be rather severe in mathematics.

2434. You think that in mathematics 33·3 per cent. would be substantially a fair percentage?—I think so; all the better boys would come beyond it.

2435. You are aware, of course, that in our present system the pass standard is nominally 25 per cent.?—Yes.

2436. Don't you think it unfair to the boys we are examining under our system, that the credit we give them before the public is the credit of getting a pass on 25 per cent., whereas, in reality it is a pass on a much higher percentage?—Yes, it is really a pass on a higher percentage.

2437. Would it not be better in the interest of the boy, as well as in the interest of straightforward work all round, to take a certain amount of pass matter, give a certain number of marks on that, and say a boy should get 33·3 per cent. on those marks?—I think it would.

2438. You gave a paper on Euclid as a special illustration. You said there was a great deal more than 40 per cent. of pass matter on the paper?—265 is the honour portion and the balance is pass.

2439. But 25 per cent. on that balance would represent a high percentage all round?—It would.

2440. The total number of marks required for a pass in Euclid is 150, I take it?—The total number would be 150.

2441. If a boy has to get 150 out of a possible 335, is not that pushing it dangerously near 50 per cent.?—It is.

2442. Then, as an experienced examiner, you consider our standard for pass is altogether too high in that respect?—Yes; I would like to see the paper modified, so as to group the pass questions together and the honour questions together.

2443. And make the condition for pass the getting of some reasonable percentage, such as 33·3 per cent., on the pass part of the paper, or on a separate pass paper, as the case may be?—Yes.

2444. There is another set of figures I should wish you to interpret for us. There seems to me to be a relation between a certain change that was made in our programme and the gradual downfall of scientific teaching in schools that has been in progress, as we know, for the past few years. Let me suggest that the introduction of the Preparatory Grade had something to do with it?—It must have.

2445. Now, take these figures—I ask you to assume that they are correct—and kindly interpret them for us. Suppose we discovered that down to the year 1893 the percentage of boys who gave in natural philosophy at their first examination never stood below 40 per cent. for a long series of years, and that from that year to the present it has never been up to 40 per cent., has been gradually going down from 30 per cent., through the thirties and the twenties, and is now only 12 per cent. Suppose, now, that this state of things began in 1893 1893 being the first year in which boys came on from a Preparatory Grade to the Junior, does it not look as if the establishment of the Preparatory Grade might have had something to do with it?—It is one of the factors.

2446. Coupling that with the known fact that up to 1893 a boy or girl could always give in natural philosophy at the first examination; and that in 1892 it was for the first time made impossible to give in natural philosophy in the first examination—may we not fairly infer that the cause to which I refer had a great deal to do with the downfall of science teaching?—I quite believe, your Grace, it had a good deal to do with it. The other prominent cause was really the habit of recent years of getting more and more to consider the thing as a commercial speculation and tot up the subjects and see the best that can be made out of them.

2447. It is said that under our rules a very few marks may make a difference between a student getting a £50 prize and getting next to nothing; you seem to think that was almost unavoidable?—When I look round at the various places where there are competitive examinations for appointments it seems to be so.

2448. That is where there is a limited number of appointments, and a large number of candidates come forward, there must necessarily be a number disappointed. Take the case of a Fellowship in Trinity College, there is a very considerate provision made through the great munificence of a member of the family of a distinguished member of this Commission, the institution known as the Madden Prize; you know that this is a prize which is given to the disappointed candidate; it is very valuable, about £300; does not that suggest that it is a useful thing in an examination where there are large and valuable prizes which must be confined to a small number of people, to establish something in the nature of secondary prizes that would, if I may use the expression, break the fall, so that instead of dropping from £50 to a minor prize of a few pounds, we might have a few prizes of £40 or £30?—That I would consider a valuable suggestion for the Board to act upon. You may then in your grades have a first class exhibition and a second class.

2449. It is necessary, of course, that even a small difference in the number of marks gained should make a difference in the award, but if the awards were graded as I have suggested, you recognise that it would be an improvement?—You could scarcely have more than first and second class, and there might be a small interval separating last of first and first of second.

2450. But it does look hard that two boys or girls, of almost equal merits, should get, one £50 and the other £3, or even £10. If you gave some of them £30 it would look less of a hardship?—It would.

2451. You tell us, and of course, your authority is conclusive on the point, that it is possible by a written examination to test whether the boys were taught natural philosophy and chemistry in a practical way?—Yes, I think so.

2452. To a certain extent?—To a certain extent.

2453. But not at all as satisfactory or completely as if we had inspection?—No; I think, for instance, that is one of the things the inspector should do, he should have the classes examined before him.

2454. Without referring to the papers of any particular year or set of years, do you think that the papers generally, which have been set for us in chemistry, are of a character to test whether the knowledge was merely got up from books or obtained partially through those practical lectures you have spoken of?—I have not been looking at them closely of late years; but

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when I was more interested in the subject than now I thought they were not, and I think the programme gives too much latitude to the examiners.

2455. It would seem that the Science and Art Department were in the same difficulty that we are in, for as long as they were conducting their examination by written papers a very curious kind of teaching of chemistry went on?—There was an enormous amount of cram, but rather in physics than chemistry.

2456. How then was it that they were not able to find out, through the easy expedient of setting proper examination papers, that that was the way it was taught, why did they go to the expense of sending round inspectors if it could be done satisfactorily by a written examination paper?—I don't think you could determine it altogether satisfactorily by a written paper. I hold that for these particular subjects inspection is absolutely necessary.

2457. That is, if we are to have any guarantee that the teaching going on is worthy of the name?—That your languages are properly taught and the sciences properly taught, you must have inspection.

2458. You said that our present programme with very little modification could be made quite satisfactory for girls?—Yes.

2459. Allow me to put it to you in this way—I happen to know certain schools for girls, large and flourishing schools, in which there is excellent education given, and the ladies in charge of those schools would not for any consideration connect themselves with the Intermediate system, because what I may call the practical side of the girls' teaching is altogether excluded; for instance, take music; our written examination enables us to examine in the theory of music, but the playing of the piano and the harp, and now the playing of every string instrument, such as the violin, are beginning to be considered a very important part of a girl's education. Do you think our programme could be modified to provide for examining in those branches of a young ladies' school work?—Yes.

2460. But this would require something beyond the test of a written examination?—It would; that is inspection again.

2461. So whatever aspect of the case we face, we are brought round to inspection?—Yes; but you will possibly find that the strongest opposition to inspection will come from girls' schools, and yet I believe there are no schools that more need it, or will more benefit by it.

2462. They are probably easily frightened, but you think they have no real reason to fear it?—Not if they are doing good work.

2463. Mr. Justice MADDEN. — I observe you attach great importance to keeping the standard of girls' education as high as that of boys'?—In the same subjects, but not marking them against one another.

2464. Supposing there were three different courses—the grammar course, the scientific course, and the modern course—would you be in favour of keeping the programmes substantially the same in the three courses for girls and for boys?—I don't know that girls would concern themselves much with the second course at all. The girls that are thinking of a university and higher education would take the first, and the other girls the third. I would not exclude them from taking the second.

2465. You would allow the girls in every case the same option that a boy would have of selecting their course?—And perhaps a little more option, so as not necessarily to tie them down if they wanted more variety of subjects.

2466. But whatever alteration is made in the programme for girls the programme should be one of Intermediate education in the proper sense?—Yes.

2467. CHAIRMAN. — Here, Dr. Leebody, is the volume of examination papers you referred to; you may like to look over them to-night. (*Handing book.*)

Witness.—Yes; and just before leaving I may call your attention to a question here, which recalls to my memory an illustration of the way in which teaching was done in mathematics in the schools before the influence of the Intermediate examination had been felt. The late Dr. Curtis told me a gentleman had called on him in a great state of indignation about one of the questions, pointing out that he had been assured it could not be done in less than half an hour and on three sheets of foolscap. Dr. Curtis had an envelope lying before him, and he said, "I will do it for you on that bit of paper in less than three minutes," and he did it, and the man reached for his hat, and left.

The Witness withdrew.

The Commission adjourned until the following morning.

SIXTH DAY—THURSDAY, JANUARY 19TH, 1899.

Jan. 19, 1899.

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

Right Honorable GERALD FITZGIBBON, LL.D., Lord Justice of Appeal, examined.

Right Hon Gerald FitzGibbon, LL.D.

2468. CHAIRMAN.—Lord Justice FitzGibbon, you, as we all know, are one of the Lords Justices of Appeal?—Yes, for more than twenty years.

2469. You were one of the Endowed Schools Commissioners, and acted in that capacity from 1878 till 1880?—In 1878 the Commission was appointed on the motion of Lord Randolph Churchill, to inquire into the Endowed Schools of Ireland, and the Commission consisted of seven members, of whom I was one. At that time we went all over Ireland, and we also published two Blue Books.

2470. During that time I believe, you inspected practically all the endowed Intermediate schools?—Personally I did not go to the North. We divided, and I went to the Southern schools, but my colleagues went to the Northern ones, and we afterwards, of course, in our report dealt with the information that we got from both parts of the country.

2471. From 1885 till 1896 you were one of the two Judicial Commissioners under the Educational Endowment Act?—The original Commission of 1878 was not an Executive Commission, and that of 1885 was really appointed to carry out in an executive way, by framing schemes, the reorganisation of schools, and I was made a member of that by the Act of Parliament that passed in 1885. That occupied practically ten years, and during that time the Commission dealt with schools all over Ireland. And I may say that besides those we dealt with by schemes we visited almost all the important schools in Ireland, and we held inquiries at most of them.

2472. And I believe that you prepared schemes for the management of most of these schools?—There were 219 schemes that we framed altogether, of which 210 became law.

2473. In the framing of these schemes you necessarily were obliged to consider many of the matters that we have under consideration here, such as the necessity of inspection and matters of that description?—We had to frame codes practically of statutory power for the management of the endowments and property that belonged to these schools, and as time went on a great many organisations that had not what we lawyers would strictly call "endowments" voluntarily applied for schemes, and then they obtained statutory documents which enabled them to manage their schools and the property belonging thereto. For instance, a great number, almost all, of the dioceses of the Church to which I belong, and, I think, the great majority of the Presbyteries, obtained schemes of that sort, also the Catholic University School of Medicine in Dublin, and a number of other institutions of that kind.

2474. Did you mention how many schemes you framed under that Act?—I think the number was 219, but some of those schemes included as many as 70 or 80 schools, while others were for single schools. I should say that the number of schools altogether that would be affected—schools and institutions, for there were the Methodist College in Belfast, and other academic institutions which were large enough, which had schemes of their own—would be probably between 600 or 700, but the great majority of those would be primary schools.

2475. I believe that in consequence of the experience and knowledge that you gained as a Commissioner under those two Parliamentary Commissions, you have been good enough to consent to give evidence at the present inquiry?—When you were good enough to ask me, of course, I was glad to give any information I could. I may say also that perhaps the occasion of my being brought here was not so much that, as that in an official position I have been working in the management of one or two schools that are very much interested in your labours.

2476. You were a Commissioner of National Education from 1884 till 1896? I was, for twelve years. Lord Spencer appointed me in 1884, and I was a member of the Board for twelve years.

2477. You are a Governor of the Church of Ireland Training College?—Yes. That is one of the institutions that are managed under a scheme under the Act of 1885.

2478. And also a Governor of the Incorporated Society?—That also had a scheme, and that is a body that administers a large fund for a great variety of trusts. They are all private endowments, but they have quite a number of schools under their charge.

2479. You are a Governor of King's Hospital?—Yes; that is the Dublin Blue Coat School.

2480. And of St. Peter's Schools, Dublin?—Those are also parochial National schools—they are primary schools. They got a scheme framed, and since they got a scheme they have increased in number and size.

2481. You are a member of the Dublin Diocesan Board of Education?—Yes; that is an elected body that has charge of the Church schools in the diocese.

2482. And then last, but not least, you are a member of the Joint Education Committee of the Masonic Orphan Schools, and it is in that capacity that you have joined in sending us this valuable memorandum?—Those schools have been working under your system from the commencement; they are each of them managed by an Education Committee consisting of seven people, and I have been since 1879 one of the seven who manage the girls' school. The two constitutions are exactly the same; the managers are elected by a great body. I am a Governor of the boys' school, but not one of the managing committee.

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2483. I believe the principle upon which you manage these schools is that whilst in them all are treated alike, the attention of the teachers and of the Education Committee is directed to ascertain, as far as possible, the class of education and the calling in life best suited to the capacity and prospects of each pupil?—Speaking roughly, there are 80 boys and 100 girls that are entrusted, I may say, to our care, and all those children have to be brought up to be self-supporting. From the time they come into our schools until we actually launch them in the world we hold ourselves responsible for making them self-supporting, if we can.

2484. And you direct your own personal attention to such of those girls as enter this Intermediate scheme?—It is a kind of point of honour with the Managing Committee of both the schools that they shall be personally acquainted with the children, and shall watch over them *in loco parentis*; I cannot go further than that.

2485. And, therefore, they have the benefit of your advice and assistance in determining in what grade they should enter, what subjects they should take up, and matters of that description?—There are meetings of the committee at the schools, that come to four meetings in every month, at all events, and the education of every child, under the advice of the teachers and in direct communication with them, is regulated by the committee personally. They are responsible to the governors.

2486. And while regarding our system as a valuable help, you do not look upon it as the main object to which the teaching in your school should be directed?—We find that it is not suitable for all our children, but that it is suitable for the great majority of them, and we have to determine from an examination of the student himself or herself whether he or she should go into the Intermediate classes. I do not mean by that separate classes—I will explain it if necessary—but whether the direct object of the education shall be to pass your examination or not.

2487. I believe you have given an instruction to your teachers that they are not to sacrifice any of the advantages of sound general instruction of all the pupils for the special preparation of the more intelligent of them for any grade?—I may say that in some instances—not in this school—but in some instances I have had reason to believe that teachers were induced too much to try to pass the examinations with their pupils, and, therefore, in these schools we have tried not to make it for the interest of the teachers to too large an extent, nor to allow it to be within their power, to prepare children for the Intermediate examinations unless we think them fit for it.

2488. In other words, as far as possible, you prevent the passing of examinations being the end of the teaching, as distinguished from the children having a sound education, and the examination being used as a means?—At the same time I must say this, and I say it distinctly, that, without exception, our happiest and healthiest children have been those that are selected to go through the Intermediate examinations. The other children are backward children, as a rule, in every instance. Sometimes that arises from their not being taken into our school until rather too late to enable them to pull up the results of previous neglect. But besides that, there are many cases in which the child is incapable of receiving the education necessary for passing your examinations. We do not find that those children are at all as easy to make self-supporting as the ones that pass your examinations.

2489. I find in the paper, which your Committee has been good enough to send us, expressive language which, I think, I recognize has a strong family likeness to your own—"We desire, as the result of our experience, to tender emphatic testimony to the advantages which our schools and our pupils have derived from the practical working of the Intermediate education system, as now established." I believe that that is the experience of the Committee?—That is our experience. And, my Lord Chief Baron, as you said you recognise that as my language, I would ask you to take it as a fact, that this report is not my report. You will find in the list of the twenty persons who signed it that they are connected with almost every educational interest in Ireland. It consists, as I told you, of the joining together of the Education Committees who work these two schools with the teachers, and we only added two others, who are, both of them, governors of the schools, but who are not officially on the Committee—one was Dr. Crawley, who is the head of the Queen's Service Academy, which is providing education for people who practically want it; the other is Professor Swift Paine Johnston, who is Professor of Moral Philosophy at Trinity College, Dublin, and every word of the report is the report of everybody who signed it.

2490. And it expresses the opinion of everybody who signed it?—Yes; there are one or two small matters upon which—I will not say we differed, but upon which we thought there was a great deal to be said for each of two views, and those questions we mention in the report. I accept full responsibility for the scrivenery, but the opinions are the opinions of all.

2491. I take it then that it is the unanimous opinion of the twenty gentlemen who signed this——?—Nineteen gentlemen and one lady.

2492. Yes—that they recognise that a considerable improvement in education has been effected by the operation of the Act?—Very considerable improvement. At the same time we think it capable of further improvement—rather in detail than in principle.

2493. I shall come to that afterwards. In the fore-front of the paper one of the principal questions for the decision of this Commission is thus dealt with:—"Though we believe that many improvements may be effected, we trust that no departure will be made from the principle laid down by your Act, of 'promoting Intermediate secular education in Ireland by carrying on a system of public examinations of students.'" That is the opinion of the Committee?—That is the opinion of the Committee. And further we felt that it was not practical to make any suggestion that would require you to go to Parliament. We assumed that if you went there you would find some trouble in coming back again, and accordingly we acted on the statute as it was.

2494. I want a little more assistance from you in reference to that. We are asked here by the Lord Lieutenant to report our opinion as to whether any changes in the system are desirable, whether those changes will involve alterations in the Act of Parliament or not; and, therefore, of course, I feel, and we all feel bound to consider what would be the best system applicable to the conditions of the country as it is now, irrespective of the question whether it is necessary that it should be carried into effect by rules or by alterations of the Act. I should therefore like just to ask you some questions in reference to this results system, taking it as if it can be dealt with as easily as any other change in the system, and leaving it to the Government afterwards to decide whether any change recommended by us can be effected. Of course, you are aware, with your great knowledge, that this system of payments by results has been from time to time criticised by very leading educational authorities?—It has been greatly criticised, but I think chiefly by teachers.

2495. Have you ever had occasion to consider the origin, and to trace the history of this system of payments by results?—I have not. I cannot call myself in any way an expert either historically or otherwise in the matter, but I have had a great deal to do with the actual working of it.

2496. I suppose, under the National Board, you have had a great deal of experience of it?—Both under the National Board and otherwise.

2497. It appears from the "History of the Department of Science and Art,"* officially published in 1898 by the Department, that in 1859 the first general Science Minute was passed. It gives a description of that, and it says:—"This said was essentially a payment on results, and this was the first experiment in a general system of payments on results by the State." Are you aware of any other country—except the Colonies, who have taken it from this country—in which the system of payment by results exists?—I cannot say that I know the subject historically at all. I have never studied it. I could give you what has occurred with respect to it in this country, and I think, perhaps, it would assist what you want.

2498. If you please?—When the results fee system under the Intermediate Board was first brought to be applied to these two schools, one of the leading members of the Committee to which I belong, and one of the most active of them, was Professor Galbraith, of Trinity College. He had a very strong opinion that the results fees were intended as payments to the teachers, and when we of the Committee tried to use them for school purposes he practically thought we were taking away from the teachers what they were entitled to have. I took exactly the opposite view: I thought the money was paid, or intended to be paid, under the Act of Parliament, not to the teachers, but to the managers, and that it was intended as a sort of endowment for a class of education that I knew had been neglected comparatively up to that time. In other words, it was to provide funds. We fought the point out, and it gradually settled down to this—that instead of the teachers getting all the results fees, or being allowed to apply as managers, and practically taking the place of those for whom the results fees were intended, the system we have now in operation was adopted, and that system is this—Every teacher in our schools made an agreement by which he or she was entitled to a salary, fixed as a remunerative and sufficient salary, and to some interest in the results fees, which varied according to the position of the teacher. At first the head teachers got the whole; that was first altered by giving them an increase of salary and giving them half, and it has tended more in that direction since, because now the head teachers get one-third of the results fees, and the rest are paid usually by way of capitation. Inasmuch as the assistant teachers do not teach the whole, and are not responsible for the whole teaching, they either get a share of the results fees in the particular subjects they teach, or those that are in the preparatory class and who, therefore, cannot identify subjects, get a capitation upon the number of children who pass. The object of that is to pay the teachers by the results of the examination, without taking that as a test of their work—in short, not making it their interest to press children in any particular direction more than we can avoid. In that way it has worked extremely well.

2499. It is a wise arrangement, if I may express an opinion?—I may say that the balance of the results fees which does not go to the teachers goes to pay the expenses of the school. (When I speak of school management I only speak for the girls' school in which I am interested.) It has enabled us to provide a better staff, it has enabled us to pay them better, it has enabled us, certainly, to provide a much better equipment.

2500. You are aware, I suppose, that after this results system was inaugurated by the Science and Art Department ultimately it was applied to the primary schools in England?—Yes.

2501. Are you aware that the reason of the application was, not because the character of the education then being given was insufficient, but because education was not extended sufficiently amongst the masses?—I believe it was.

2502. And that it was with the view of putting an end to the stagnation of education that existed amongst the large masses in England?—I must again say that I did not study the matter at all from the English point of view. I have been trying to work it and work with it here, but beyond that I am scarcely qualified to say anything on it.

2503. I will pass, then, from the English system. You are not, I suppose, aware that after great consideration and various changes, extending over a long series of years, in England, ultimately the system of payments by results has been abandoned?—I know that.

2504. And probably you are aware that at a later period in Scotland the system of payments by results which had been introduced from England was also abolished?—But you have, in Scotland and in England both, a condition which I do not think we have here, that ought to affect the question here; that is, that there you have what is called compulsory education, and here you cannot, practically, put on any pressure of the law, at least, and it appears to me, therefore, that the results fee system, even as applied to primary education, has a *raison d'être* here that it has not either in Scotland or in England.

2506. But we expect to have compulsory education, at least in our cities, towns, and townships, when the Local Government Act comes in in March?—We were expecting it a long time ago, but it has not come yet.

2507. Do you happen to have read Mr. Struthers' memorandum? In a memorandum which was written by Mr. Struthers, who was connected with the Scottish Education Department, dealing with the period when payment by results was in force in England, he says this: "The period of the Revised Code"—that is, the period over which this extends—"was in truth but a revolutionary episode in the history of education in England. The system established by the Revised Code—a system, be it said, undreamed of, still less adopted, in any other country, except by imitation in some of the colonies—broke completely away from the pre-existing traditions, and created a hiatus in the orderly development of the educational system of the country. What that development might have been it is idle to conjecture. The Revised Code was a desperate remedy for what was deemed at the time to be a desperate condition of National Education: and, revolution as it was, it has given a wholesome and, it is to be hoped, a lasting set to school endeavour in the country. Under the Revised Code the great object of school work was to give, if possible, to every child—the dull as well as the bright, or the dull rather than the bright—some minimum command of the instruments of knowledge. Thirty years of its operation have made that aim an habitual one in elementary schools. The higher education of the more gifted children may have received but little attention, and the drilling and forcing of the others may have been carried to an extent which defeated its own object; but in all probability the discipline of the Revised Code has made it impossible that we shall ever again recur to the condition of things under which the schoolmaster devoted his energies to the training of his brighter and more advanced pupils, while the great mass were neglected." Now, your own experience of education in Ireland, I suppose, has shown you that the state of education in Intermediate schools in this country at present will not at all answer the description of Mr. Struthers of the education in the elementary schools of England when the results system was introduced?—I do not like to compare either the primary education with the Intermediate on this point, nor the state of education in England with that in Ireland. But as regards the primary matter I cannot admit, from anything I know in that department, that although

* 1898, Department of Science and Art Calendar, History, and General Summary of Regulations, page xii.

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payment by results fees has very great objections to it, results ought not to be even in primary schools an essential condition of payment. That is, that no child should be paid for unless that child had been ascertained to have been efficiently taught. I will go that far, but I am not able to go away from the primary to the other. In reference to payment by results fees in its effect upon what are called "dull" children, I take it that the system is perfectly capable of being worked, so as to produce all the benefits that Mr. Struthers looks for, provided always that the result that is paid for is the result of making a child that is naturally not bright sufficiently educated to pass the test. I believe myself—from my experience, at all events, it would be thus—that your system is extremely well qualified as far as it goes, farther than any other, to avoid the pressure that is put upon clever children to the neglect of others, for this reason: our teachers all tell us that it is far more profitable to them in money to try to pass the great bulk of their class than to shove on three or four clever children. But I think what leads to the impression that the other results —and, no doubt, it does result occasionally—is what I would call the advertisement part of the business through clever children. That is to say, schools that are dependent upon the public—which ours are not—seek to have so many successes and things of that kind, and then, of course, to get those successes, as distinguished from the mere results fees, which are no bigger, or very little bigger, than they are for the dull children in the school, they may put pressure on other children. But speaking from anything I know myself, the system as now worked does not tempt the teacher to neglect the bulk of his class for the benefit of any selected number of clever children. If it does so at all it does so less than any other system I know of.

2508. Now, I shall bring you to the last change, At the same time——Pardon me for a moment—I do not want to be taken as an advocate of results fees alone. I do not think the results ought to be solely the test.

2509. You may take it as a fact from me, coming back to the Science and Art Department, where this system originated—I take it from this history published by the Science and Art Department, page 16—that "in 1896 new rules were . . . . promulgated, under which the grants were made mainly on attendance." So now it is a fact that the three systems which were inaugurated in England and Scotland for payments by results—that is, the Science and Art Department system, the English elementary system, and the Scottish elementary system—all three systems after experience of them have been abrogated. Now, our Act—I think you had something to say to the drafting of the Act of 1878?—I was one of the Law officers by whom it was revised.

2510. You see the distinction between the code established by that Act of 1878 and the Science and Art code, the English elementary code and the Scottish elementary code, is this, that our code of 1878 is established by an Act of Parliament, and therefore in respect of this matter is not variable except by Act of Parliament—I mean in respect of its essential principle—whereas the other three codes were established by orders in Council, and therefore were variable without recourse to Parliament. Now are you aware, in your own vast experience, of any other system of education except in Ireland in which the payment is by results?—I believe myself that every system of education is payment by results in fact, because I think if a parent's child did not pass a school examination at the end of the term the child would be taken away from the school.

2511. But otherwise than in that way, are you aware of any country in which this system exists?—I am not, but, as I have said already, I have not studied the matter historically, and also I would like to call attention to this, that I studied your system on the assumption that in point of fact we had to deal with the law as it stood, and I took your Act of Parliament as prohibiting any payment except on results.

2512. I am afraid then that we have not the benefit of your having considered one of the main questions that this Commission will ultimately be obliged to determine. I thought that that was rather clearly conveyed by the circular we issued?—I am quite prepared to express an opinion on behalf of myself and others to some extent as regards the expediency of the system as it stands.

2513. It is the same question. I will ask you some questions that will bring that out?—If I had known that you wished it I would have prepared it; but I am not prepared with information about other countries.

2514. Now we will come to our own country, Ireland?—You must remember that all this education business of mine is only done out of office hours.

2515. As a Commissioner of National Education you have had a good deal of experience of this system of payments by results?—Yes.

2516. The system in the National schools varies to some extent from the system under the Act of 1878. Under the National system the pupils are examined for results *viva voce* by inspection at the particular schools. Are you aware of that?—Yes.

2517. Therefore instead of having one general public examination there is an individual examination at each school?—Yes.

2518. And of course there is not the difficulty, whether insuperable or not I do not now say, but the difficulty which exists in the present system as to *viva voce* questioning?—No.

2519. Now are you aware that the Manual Instruction Commission unanimously recommended that in relation to the new subjects which they suggested should be introduced into the national system the payment should not be by results?—I am not aware of that, but I am aware of this, that certain subjects it appears to me are incapable of being tested by written examinations, and therefore written examinations cannot ascertain the results with regard to those subjects. Therefore while I shall maintain that you ought to pay only for results, the only results that you could ascertain to exist in certain subjects would be results that you cannot ascertain by written examinations only; from which I come back to the point that whatever you may call it, whether you call it payment by results or not, the ascertainment of whether the work has been done must be done by—I will not call it oral examination, but by oral communication, with the pupils and with their teachers.

2520. Are you aware that the same Commission thought that in consequence of the impossibility of making payment for one part of the instruction upon one system and another part upon another system—that they almost recommended the abolition of the results fees in National schools—to abolish payment by results in National schools altogether?—I do not know what anyone else has recommended, but I should be extremely sorry if the system of payment by results in the Intermediate schools in Ireland was even weakened. When I say "even weakened" I do not want it left by itself.

2521. Are you aware that the inspectors of the National Board in reports which have been published as a parliamentary paper, have either unanimously—or at least nearly unanimously—recommended the abolition of payment by results in the national system?—I am aware that there is a great body of opinion amongst teachers, and also professional people connected with teaching, against what they call payment by results. But as a lawyer I am not always prepared to act upon expert evidence, and I feel in the first place that there is a danger of misunderstanding in speaking of payment by results. The people that are objecting to payment by results do not appear to me to be objecting to the thing that I think is good. I would agree with them that payment

by results in their sense, is bad and ought to be abolished. But when I come to substitute anything for it I think that what ought to be substituted would be payment by results all the same, it would only ascertain what the results are in a different manner.

2522. In result then we come to this, that the only existing system of which we are aware up to the present, in which payment by results has not either been abolished or recommended to be abolished, is the system that we are now dealing with, and which we must deal with upon its merits?—Yes.

2523. Now in reference to that you recognise there are three things which are inherent in the examinations prescribed by this Act of Parliament; the first is the payment to teachers is to be by results?—Depending on the results of public examinations.

2524. Of public examinations?—Yes. Section 5, sub-section 3.

2525. Secondly, in consequence of the prizes and exhibitions to students at these examinations being directed to be given irrespective of the place in which the students have been examined, they must be awarded on the general examination for the entire country?—The general examination must be conducted in a number of different places.

2526. Yes, but it must be one general examination? Yes.

2527. And thirdly it must be, at least largely, by written questions?—I would say mainly by written questions.

2528. That is that all the students throughout the country are to be examined mainly upon one set of written questions?—Yes.

2529. Now of course you can see that it is a great advantage in examinations that there should be *viva voce* questioning?—I regard it as essential to ascertain the useful knowledge of certain subjects. I could not say so about mathematics, but outside that, I believe it to be essential to ascertain whether any individual knows anything of the subjects that I myself am capable of forming an opinion upon—that leaves out mathematics.

2530. In all languages there ought to be *viva voce* questions?—Even in English there ought to be *viva voce* questions, and in almost all practical scientific subjects.

2531. I was coming next to scientific subjects. Is it not almost essential in order to test knowledge in any scientific subject, with the single exception of pure mathematics, that there should be a *viva voce* examination, and even often practical work in the laboratory?—Yes. But I do not know that it would be necessary, if your system otherwise would require an Act of Parliament, that that examination should be at all of the same character as regards the mode of conducting it as the examination upon which marks would be awarded.

2532. I quite agree?—In other words I think you could get—if you will allow me I will put it in my own words in a moment. I believe myself that that inspection—and again I am using a word which we must know the meaning of before we can object to it or praise it—the inspection that would be necessary would be an inspection imposed, in the words of the Act of Parliament, as one of the prescribed conditions of fees being made payable.

2533. Now I come to the single exception of pure mathematics. You recognise that in the examination in Euclid there is no great difficulty in a boy getting the demonstration off by heart, whereas if he were examined *viva voce* you should know in one moment whether he really knew anything about the subject or whether it was mere memory?—I am afraid that one moment would satisfy anybody that I did not know much about that. As I have said already, I think that even in pure mathematics five minutes in the presence of a student would be perhaps, if not essential, of infinite value in ascertaining whether he had been well taught or not. But at the same time I think there is nothing more unfair—and no one has profited more than I have by its unfairness—than what is called an ordinary *viva voce* examination of a row of pupils on a bench, the questions being run round them.

2534. You have evidently been present at Fellowship examinations at Trinity College?—No, but I have undergone nearly all the other Trinity College examinations myself, and I know that what I may call "mental agility" will do a great deal at *viva voce* examinations.

2535. Would you differ from me in this, that when at an examination a student is tested both by written questions and by *viva voce* questions, the result of both ought to be taken into consideration in competition?—I do not know that it ought in competition. I do not know that it is necessary that it should in competition. My view that is expressed in the paper upon which I am giving evidence is rather this, that the visit to the schools, everything that comes under the head of inspection, and of *viva voce* examination, in the first instance would not enter into the marking for the purposes of competition. But that when you came to ascertain relative merit for the purpose of competition it would be necessary, in certain subjects, but not in all, to find out whether the knowledge was adequate knowledge. The words under which we think this would come in are in the 7th and 8th sub-sections of section 6. Among your powers are those of declaring the conditions. With respect to the standard of merit—you will find these words further on—there is a prohibition to allow any prize, exhibition, or certificate at any examination unless the candidate satisfies the examiners that he possesses an adequate knowledge of certain subjects. We take it therefore that on the face of the Act of Parliament itself you are entitled to prescribe conditions fixing the standard of merit, and the foundation of the whole business is satisfying the examiners that there is adequate knowledge, and we believe that you cannot do either the one or the other in many subjects by mere papers.

2536. In suggesting a system of that description in which the answers to the *viva voce* questions should not be taken into account in the competition, were you at all influenced by the fact that if you recommended that if they should be taken into account, the recommendation would require an alteration in the Act of Parliament to give effect to it?—I honestly say for myself that I considered the subject entirely on the basis of the Act of Parliament, not merely for the practical reason I have expressed of the difficulty of altering it, but because it is also my firm and conscientious belief that the Act of Parliament as it stands is capable of being worked as nearly perfectly as any system can be. I mean that within the four corners of the Act of Parliament the body which has the power of administration has the power to make it so work.

2537. But if you were inaugurating a system of education now, would you or would you not think it right that in a competitive examination regard should be had both to the *viva voce* questioning and the written questioning?—I certainly should if *viva voce* examination was made part of the system but on the other hand there would be a very great practical difficulty in doing that. Your own circular told us that there would be very great practical difficulty, and that I may say quite commended itself to everyone else. But one thing everyone will agree upon is the absolute confidence that there is in your system of public examinations. I do not think that any form of award—I am not speaking of money merely, but the award of expression of opinion as to competence—based on anything else, will ever receive the same amount of confidence. And then when you come to the mechanical working of it, I really feel very great difficulty in seeing how you could have an examination covering the whole country, otherwise than on paper.

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2538. If you refer to our circular, the words are these, "This general examination"—that is the general examination which is held for the whole country—"must for practical reasons be conducted exclusively in writing?"—Yes.

2539. With 9000 students to examine is not that the necessary result?—Yes, I think so.

2540. And a *viva voce* examination, if there be any, would be impracticable at the general examination for the entire body of students?—As I have already said, amongst those who have signed this paper you will observe there are people connected with every form of education, and we all thought it was perfectly practicable to test, outside paper, the reality of the teaching of those subjects that cannot be tested on paper without troubling ourselves with going into questions of working out marks, which would be a very difficult thing, viz.—say a school sends up a number of pupils in French: any person going to that school in half-an-hour could find out whether the person who was professing to teach the language could make himself understood in that language; and secondly, by speaking to any of the children, or to the whole of the class that were being prepared to be presented in French, he could tell whether the language was being taught as a useful instrument at all.

2541. I quite agree?—As soon as he had satisfied himself on that—I do not say that he should then set about examining those children for the purpose of finding out who was the best, or what marks they ought to get, or anything of that kind; but, having satisfied himself that those were children who had a practical faculty of using French already taught them, then examine them in writing, and you can then find out perfectly well whether they are good or whether they are bad; and you could classify them as to good, bad, and indifferent, which would be certainly enough; and deduct marks, or something of that sort, from those you knew to be deficiently taught, if you gave them any marks at all. Speaking for myself, I should have been entirely satisfied, and would be still; when once I was satisfied that the language was capable of being used for its purpose, I would not go any further; I would allow the child to get whatever marks he could earn on paper.

2542. Take now natural science. You would ascertain generally at a school that a class had some practical knowledge of natural science, but not necessarily whether every member of that class had that practical knowledge?—With regard to natural science, I do not know that you could ever go so far as to find out that every member of the class had a knowledge. May I illustrate this by what has happened in my own case? I was never at a school except to attend certain lectures in natural science, which were given in those days by a gentleman who went round all the schools in Dublin once a week generally—Dr. Lover—and I can say that no education I ever got produced such an impression upon me, or was of so much use afterwards as that that I got from him, simply from starting the taste for these things, and explaining them by the simplest experiments and with the rudest apparatus, most of which was made by himself and his man. In the same way we have recommended strongly that you should give in your Preparatory Grade, or whatever your earliest grade is, encouragement to all the rudiments of natural and experimental science throughout the whole range of it—not to allow yourself to get mixed up, as many do get mixed up, with abstract things, but merely to give life to the taste of children for things of that sort. If you have a teacher with the taste and capacity for doing that, it would be enough, to my mind at least, that the inspector saw that he was there, saw that he had the apparatus, and saw that he knew how to use it. I may say that that has been done, and is done still to a great extent, by the Science and Art Department.

2543. You will pardon me asking you another question upon this?—Perhaps I may give you one instance upon that.

2544. Certainly?—In Skibbereen we saw a school, a National school, with two floors to it, but owing to the opening of another school in the locality the number of pupils had fallen away, so that only one floor was wanted. The master went over to London during his holidays and he took, I think, during two years, some teachers' courses that they had there. When he came back he collected £50, for which he was entitled to get £50 more from the Science and Art Department, and he occupied this empty room at the top of the school-house with this apparatus, and he told us he had received £70 in results fees in the year before we were there for teaching natural science in that room in Skibbereen with a capital of £100, of which £50 was supplied by the State and the remaining £50 would be paid back in the course of ten years. I would give that man results fees for any children who could answer a paper upon those subjects.

2545. My difficulty at present is not in reference to results fees; it is as to exhibitions. You see this practical knowledge ascertained in the laboratory is something which, under the Act of Parliament, could not be taken into consideration at the general examination. Of course, we all see plainly that with two students, one may have by far the greater knowledge and the other may have a better memory and be able to answer better any book questions. Is not that so?—Yes, certainly.

2546. You will see then that if you have two pupils competing for an exhibition, each of them going in for English, Latin, Greek, French, and Euclid, and practically being equal in those subjects, and each of them taking natural science—the student who has little practical knowledge of the subject but a good memory may by book learning beat the other student, who has a real practical knowledge of the subject. Is not that a difficulty in our system?—It is a difficulty in carrying out a competition to its mathematical conclusion, but I would respectfully submit that the competitions in your system were not originally intended to be of that character. They are not competitions for a limited number of places, for example, and they are not competitions for first places. All results fees for passes are paid upon a basis of equality, and all exhibitions and prizes are given upon a basis of percentage, and it is the teachers, with all respect, and the advertisers, who have treated the high places in the competition as of such great importance, and regard the results of your examination as being very much more the result of producing a number of successes than of producing ordinary merit in the strict sense. In point of fact it would be within your own powers, I apprehend now, to publish in alphabetical order a class of exhibitioners, to publish in alphabetical order a class of prize pupils, and soforth, and the competition would be by no means so keen, and the difficulties you are pointing out of arriving at mathematical accuracy in the results would be by no means so great, if it was borne in mind that you were not seeking to find out Nos. 1, 2, and 3 in their order, but only to find those who deserved exhibitions, those who deserved prizes, and those who deserved to pass.

2547. I quite agree in that, and feel it quite as strongly as you do, and would be quite prepared to ask you this question upon the supposition that we would publish our lists of exhibitioners in alphabetical order, or, perhaps, in two classes, each being in alphabetical order. But you observe that the point will always come between the last exhibitioner and the highest student who does not obtain an exhibition. There will still remain the difficulty that the boy who has a practical knowledge of chemistry and natural philosophy may lose his exhibition and may be defeated solely because another boy who does not know

the practical work, has a better recollection of book-work?—Our committee, I may respectfully say, quite follow your difficulty, and we did suggest a rule by which we thought it might be remedied, as far as it is possible to avoid it. I think the counsel of perfection in a thing of this kind is impossible, and our idea was this:—If there is a school in which a considerable number of pupils are really and undoubtedly well taught you may take it for granted that the teaching in the school is good, and that, therefore, they have the means of teaching the general body, inasmuch as they are able to teach those at the top. Therefore, as far as the public interest is concerned, the fact that the upper children are well taught will be a guarantee, as far as it goes, that the school is an efficient school. Then what you want to do is to discriminate the degrees of excellence of the better pupils for the purpose of giving them rewards amongst themselves. I do not suppose you would make much difficulty about giving a result fee even for the lowest student.

2548. Oh no; we need not trouble about that?—Furthermore, the number of subjects in which, as I have already said the written examination is an insufficient test, is not very large. We suggested that except in modern languages, and in a very few other subjects, when once you have ascertained that the teaching in the school is good by going there—not by examining the pupils individually, but by seeing the school and its work, you will be able to test fairly by a written examination the relative merits of the pupils. But there will remain the cases you mention. We do think that you could not spend a reasonable sum of money better than by bringing these doubtful children that are on the margin together, say, three for two places, or two for one even, at the top, and having an oral examination of these selected pupils, and what we drafted was this:—"As a further condition precedent to awarding any exhibition, medal, or prize, the Board may require that students who have obtained at the written examinations such a percentage of marks as may be fixed by the Board as appearing to entitle them to distinction in any subject, or subjects, of examination in which proficiency cannot, in the judgment of the Board, be adequately tested by written examination, shall present themselves for further oral examination; and the results of such oral examinations shall be taken into account in determining the merit of such students."—With all respect, I do not know whether your difficulty extended to that. I cannot find anything in the Act of Parliament to show that examinations under the Act must necessarily be in writing, and, therefore, if you bring the students together there is no legal difficulty that I can see.

2549. Certainly, not then; it is part of the general examination?—The one difficulty that remains appears to be only one as to conducting the examinations of that class in different places, by different people, without unfairness. It does not appear to us—and I am speaking for practical people—in other words, it did not appear to any of our people that there would be any insurmountable practical difficulty in doing that, provided that oral examination was made, as we think it ought to be made, a test of the oral use of the knowledge in the case of languages, and the practical power of using it in the case of these scientific subjects.

2550. Would you take the results of that into consideration in the award of exhibitions?—Yes.

2551. And in what subjects would you propose there should be oral examinations. Would you propose that it should be in modern languages?—Speaking generally, using "oral" in the passive sense, it ought undoubtedly to be in music, and, besides that, in, I believe the proper name of it is, "experimental" science of all kinds, and in modern languages.

2552. Would you have it in English?—That is a very difficult question. You and I know that some of the very best English scholars, especially in this country of our own, would not pass oral examinations in style in matters of pronunciation, and things of that kind. My answer practically would be "No," for this reason, that if you brought in English it would make the thing enormously heavy and expensive, and the result would not be sufficient.

2553. Would you have it in the classical languages—Greek and Latin?—I can speak with some little knowledge about that. I do not think it at all necessary, except in finding whether they were guilty of false quantities.

2554. Are they not always guilty of false quantities?—Some of the best students are.

2555. A false quantity spoken in the House of Commons might ruin a man for life?—Provided he is found out.

2556. I think that in an ideal system of examinations in classical languages you would be inclined to agree with me that there ought to be some *viva voce* examinations?—In an ideal system certainly, but practically my oral examination in the classical languages would be exactly the same as in the English; that is, I would hand a boy or girl a page of either poetry or prose and let him or her read it, and if he read it intelligently and correctly I would be content; I would test everything else by writing. In other words, to put it very shortly, I believe the only oral examination that you want is an oral examination to ascertain a pupil's standard as distinguished from his competitive place, and if you do that you get rid of all the difficulty about marking.

2557. Now, in reference to the numbers that would be examined under this system of *viva voce* questioning, I suppose it would be necessary to bring up almost double the number of those who would ultimately obtain exhibitions?—Your principle about exhibitions works very unfairly at present. You have the same percentage of exhibitions in the Senior and Middle Grades that you have in the Junior, although in the Junior Grade you have the great bulk of the children in Ireland who are never going any further in your course at all; they drop off, and those in the Middle Grade, and far more so those in the Senior Grade that remain, are the cream of the students, and yet the percentage of the cream that gets exhibitions is the same as it was before. I think if you are hard up, or if you are not generous, 10 per cent. of the great body of students in the Junior Grade is rather high, but I am perfectly certain that 10 per cent. of the students in the Senior Grade is utterly unjust—as a reward of merit I mean. When I say "unjust" of course everyone understands that I am not meaning anything offensive. You are leaving a vast number of deserving pupils without exhibitions as compared with the number in the grade. I think, therefore, if you take your lists, that certainly 15 per cent., even 12 per cent., of the students in the Junior Grade, and then probably 10 per cent. or 15 per cent. at the outside if they should increase as they went up, 15 per cent. or 20 per cent. (double, in the Senior) would be quite enough to call up for oral examination.

2558. On this subject we are practically agreed, I think—we award too many in the Junior Grade, too few in the Middle Grade, and too few in the Senior Grade, and I think that the true rule by which to award them would be by a percentage of the maximum obtainable, and not by any hard-and-fast percentage of the number who passed the examination, because in the latter case there is no relation between the merit of the candidate-exhibitioners and the number of pass-students. But taking it that that system were adopted, and that 15 per cent. of the pass-men in the Junior Grade and a large proportion of those who passed in the other grades, you observe what a large number it would be necessary to examine *viva voce*. I can give you the figures if you like?—I know the figures are very large.

2559. The numbers to come up would, I suppose, be nearly 1,000?—I dare say that all over Ireland it would.

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2560. Have you considered the objections made by heads of schools to their students leaving their schools and going to these centres of examination which may be far distant from the schools? You are aware that there is an objection of that nature, especially from head masters of Roman Catholic schools?—I am aware that there is an objection on the part of some people—and I am equally aware that there is an objection on the part of some people to everything. It is a matter upon which I entertain a rather different opinion from others, I think. For example, in our schools for a long time we did not apply for a "centre," as it is called, in the school itself, that the children should be examined in their own school. I was myself an advocate of having the children examined elsewhere; the teachers prefer that they should be examined in the school, and when there is a sufficient number they usually have it. Speaking for myself, I would prefer that the examination was not at the school, but at all events I certainly do not think the objection to leaving the school ought to prevail in the case of the selected students.

2561. The objection is not to taking them from the school and examining them at a centre that shall be near, where they will be able to go home in the evening, but you recognise that there is a great difficulty in the supervision of students and matters of that description, if you take them, say, from Ennis to Cork, supposing there was only one centre for Munster?—I do not think it would do to have a centre so distant as Ennis from Cork. Bear in mind the vast number of centres that you have in Ireland at present, and I think it is about 9,000 children that go to those centres. Well, deduct altogether from that those who are examined in their own schools, and you still have an enormous number of children who do attend centres outside their own schools, and I can certainly say for myself—I do not know whether it has reached you—but I never heard of a single instance in the whole history of this question of any mischief occurring through a child attending at a centre.

2562. Rev. Dr. SALMON.—Supposing you introduce the *viva voce* examination in music, what would you do at the convent schools?—I do not see why, if there is a sufficient number of pupils, and the number of convent schools is very large, the *viva voce* examination in music could not take place in the schools themselves. That is one of the subjects I think myself that might be ascertained in the school itself—on the pianos on which the children were in the habit of performing—it could be ascertained whether they could perform on them or not.

2563. CHAIRMAN.—Take your own average of 1,000 pupils as the number to be examined at a centre?—I suppose an examiner could hardly examine more than 30 or 40, which would bring it to a considerable number of centres. Would there not be a considerable amount of difficulty in getting proper examiners, intelligent examiners, fit to form a judgment upon these matters, to attend at such a great number of centres?—I have already said that I do not think you could have a *viva voce* examination in your whole course; I think it ought only to be in special subjects, independently of what can be ascertained at the school. When I am speaking of *viva voce* examination I assume you are going to do a great deal of the work that some people think is to be done by *viva voce* in another way, or rather under another name—that you will do it at the school by what is really more inspection than examination, then you will only have to examine selected pupils in certain subjects. I think, with all respect, if you look at the numbers who take up the subjects in which it would be necessary to have this examination, the numbers are not very large. French is probably the largest of them all.

2564. Take the examination in French *viva voce*. Suppose it is to be held in 30 separate centres; surely it would not be possible to obtain 30 competent inspectors?—I would be content in the case of French with what was done at the school, as I have already said. If I was satisfied that the children as a class in a particular school were being taught to speak French, and were being rendered capable of using it as a spoken language by a competent teacher I would then test those children by written examination only—not that the other would not be desirable, but it is a counsel of perfection, and practically impossible.

2565. I shall pass now from the matter of *viva voce* examinations, and come to another objection that has been made to this system of results ascertained at one general examination throughout Ireland. Do you think that it has any tendency to make the education in the entire country run in grooves or on the same one groove?—It has had. I believe that all education must run in grooves, and that instead of being a mischief would be a benefit, provided that the groove was made into two at least, if not three. I think your Act of Parliament leaves it open to provide three grooves. I think three enough; speaking for myself, I think two enough.

2566. I think the Act of Parliament does leave it open, but do you attach no importance to the individuality of the teacher in respect of education?—I hardly know exactly what that means.

2567. I mean that one teacher, if unfettered by any rules, will adopt one particular mode of teaching, while another teacher will adopt another mode of teaching. It is impossible to test those two different modes of teaching, as it appears to me, by the same set of written questions. In other words, the examination of one school upon its particular programme should not be identical with that of the examination of another school which had a different programme?—Well, now, upon this point, I took the liberty of drawing up a list which I will ask you to allow me to hand in, first explaining it, and its bearing on this present question. I told you that in 1878 and 1879 my Commission went over Ireland examining the schools. We went again in 1885 and 1895, and, therefore, I had the opportunity of comparing the condition of the country with regard to Intermediate education at an interval of eight years, during which your system had been in operation, and it occurred to me that on this question it would be useful to compare the position of affairs in 1897 with what, as far as I could see, would have been the position in 1879. Well, the result is this. There are now for boys—I left out, first of all, altogether, I may tell you, the places that had more than 15,000 inhabitants, for this reason, that whatever counsel of perfection you may adopt, those places ought to be able to provide perfect schools and perfect appliances, and those places are, as you know, Dublin, Belfast, Cork, Londonderry, Waterford, Galway, and Limerick. Leaving those out there are 106 separate and distinct localities in which schools were existing in 1897—that is your last published report—to which results fees were paid, for boys only. Of those, 96 were schools that got more than £50. I take £50 as a rough figure, as indicating that the school was substantially an Intermediate school with a sufficient number of pupils in it to make it worth their while to have a good staff. But there were thirty-three that got between £20 and £50, and there were thirty-two that got less than £20. Those schools were situated in thirty-one out of the thirty-two counties of Ireland, the only county that got no results fees being Wicklow, and there were 161 boys' schools. I went through the list then, and I marked with a red cross the ones—I cannot state this positively—that according to my recollection had no Intermediate schools in them in 1878. I should explain that I marked in every case the Christian Brothers' Schools, for this reason, that although they existed in 1878, I believe that they at that time were not Intermediate schools in any sense. They are now, and they get now, I believe, something about 50 per cent. of your grant, and, therefore, I treat them as being created as Intermediate schools by your system. Now, the result is this, the schools that got between £20 and £50 represent small numbers of pupils, and they represent

a sum of money that I can tell you of my own knowledge in many instances is essential to the existence of the school; it was brought into existence to try to earn it and it lives by getting that small sum. On the other hand, where it is below £20, I would take it that the inference would be that there are a few pupils in the locality of a better class, either of intelligence or of circumstances, who are getting sporadic Intermediate teaching, and they somehow or other are able to satisfy you that there are ten of them in the place. I think if you were too strict about it you would probably find that seven or eight out of the ten are not Intermediate but primary. But surely, finding that those schools have gone into that groove since 1878, is an immense argument to show that the groove is one that the people of the country want to have. The number of cases of places where such schools have sprung up surprised even myself. There is hardly a small town in Ireland in which there is not at least one school now where results fees are paid under your system, and I do not believe that if you take away the places that are close to big towns, one-tenth of those places provided that teaching twenty years ago. You speak of the groove. I think you will find on the face of this paper that the groove has been dividing itself. I should like to mention one or two cases. Take such a case for example as Ennis. There are two schools in Ennis, which is a county town; one of them is the Christian Brothers' School, the other is the Diocesan College. You will find the same thing with regard to Roman Catholic schools nearly all over the country; wherever the town is at all large you will find a diocesan college or something corresponding therewith, and also alongside of it, a Christian Brothers' school. I hold that one of those schools is an Intermediate school, in a sense, in which the other is not one at all; and that, although you are forcing them into the same groove you are forcing them unnaturally. One of them ought to be a school of—I will not use the word lower, but of a different type of Intermediate education than the other, and you have the raw material for each. If you take some other cases you will find the same thing. Take for instance the town of Monaghan, which is again a county town; there you have St. Macarten's Seminary, representing the highest type of Roman Catholic Intermediate school; you have the Old Collegiate school, representing the same thing for Protestants; they are obliged to combine the two branches, and to prepare for lower Clerkships in the Civil Service, and so on, and you have the Christian Brothers' School. I may mention also there are several cases such as Boyle, Lifford, and others—I could mention dozens of them—where the school has really sprung into existence under this Intermediate education system, started generally, in the case of Roman Catholic schools, by the help of an Order, and in the case of Protestant schools usually by local effort, especially in the North of Ireland, and those schools I believe are showing that if they are being forced into a groove it is because they want it. This paper gives the figures about the girls also. In the case of the girls' schools I treated it differently from the others. The Loreto Convent schools were Intermediate schools in the best sense at all times; they were among the very first to take up the teaching of girls, and I therefore could not treat them as being schools established under the system. I have been in several of those schools, and I know that their type of education was modified, and very much modified, in consequence of the Intermediate system.

2567A. If you will kindly hand in that paper we shall treat it as part of your evidence?—If you please. There are a number of places which you will see I have marked with a cross as being according to my belief places where there was no Intermediate school before. It is impossible for me to verify that accurately, but that is the impression on my mind. I have written the names underneath in some cases where it was remarkable how the schools had divided themselves. With regard to the girls' schools also at the end there is a summary, and that summary with regard to the girls' schools is very interesting. There are sixty-nine localities for girls, and you will there find how immensely, as compared with boys, the Intermediate education depends on small grants. There are thirty-seven of the schools above £50, thirty-one between £50 and £20, and there are forty-one girls' schools that receive grants below £20 each. You will find in a large number of cases, especially in the North, that these are schools where a few girls are being educated along with the boys in boys' schools, in localities where there is not the means of keeping up both. A notable instance was the Old Raphoe Royal School. It was a classical school in the old days, but they have now lost all the money of the endowment except about £20 a year. They have got the old buildings, and when I was there last summer I found they had about seventy pupils, some boys and some girls, and they were being taught by a master and mistress, and I see they earn results fees for both sexes.

2568. Now, Lord Justice, would you allow me to say that upon a division into various courses—two as you suggest, or three as is suggested by some other witnesses—I entirely agree with you; but it is not in reference to that that I wished to direct my question as to the tendency to tempt schools to run in grooves. Neither was it in reference to the groove in which it was to tempt them to run being the best groove. But, taking a school of one type—say a scientific school—and assuming that the groove it was running in was a good groove, do you recognise any disadvantage in teaching in the fact of all the schools of that class being tempted to run in that particular groove?—I do not, if the examination was what I think it could be made—that is, an examination in the soundness of knowledge in the entire course as distinguished from particular proficiency in a special course. I do believe it is perfectly possible to test the general teaching in a whole subject, and, if so, the groove will cease to be a groove, and it will become the surface of the high road.

2569. And you do not recognize that as a difficulty at all?—I recognize it is a difficulty in getting the examiners to do it right.

2570. Of course, Lord Justice, I cannot know these matters of education *ex informata conscientia*; I can only try to get the expert opinions of others as best I can from books?—I am trying to avoid giving an expert opinion, which I do not profess to have.

2571. Still, you see it is a matter to a certain extent depending upon expert opinion, whether this system of results fees upon our general examination is the best system that can exist. I shall refer you to a few words which I have copied from the evidence of the Rev. Robert Bruce, who was the representative before the Commission upon Secondary Education in 1895 of the Association of School Boards. It is in the minutes of evidence, volume 3, page 77. There he says—"All that I wish to prevent is the monotony and arbitrary uniformity of subject and curriculum, without giving any scope for the originality of the headmaster or the peculiarity of the district." You think that a non-existent objection?—I certainly do not, but I do say that it is an objection entirely directed to the curriculum. It is perfectly consistent with there being an examination in a curriculum that will not be so restricted as to raise the objection at all. Might I illustrate that by an instance?

2572. Certainly. I think I can find an instance in your own report of last year. If you look at the Middle Grade for girls, and the subject of arithmetic, you will find there were 223 girls examined in arithmetic. Of those 38 passed and 185 failed. The percentage of passes (I am not speaking of honours, but merely of passes) was 12·5. On the same paper, in the subject of book-keeping, 80·7 per

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cent. of the girls passed, and in the subject of French 92·2 per cent. passed. The highest number of marks obtained by any girl in arithmetic was 230. If, as I understand the percentage system, I should add 25 per cent. to that to ascertain exactly how much the girl answered——

2573. Dr BARKLEY.—It is not 25 per cent. of that, but of the whole 500?—That is so, and 25 per cent. of 500 is 125. If I add 125 to 230 the total number of marks the girl got was 355, which is only five marks above the honour level. Therefore in that subject of arithmetic at that examination one girl only succeeded in getting five marks above the minimum of passing with honours, and the second got 195, the third 160, the fourth 155, and no other got more than 150 marks. Now, let me apply that to the point you are on.

2574. CHAIRMAN.—But, first, before you apply it to the point we are on, let me ask you this. Surely you would not approve of such an examination paper as would produce such results as that. I would be glad to regard that as an abnormality, as it has been called?—No, I do not approve of it.

2575. Rev. Dr. SALMON.—I do not think that that is a fair test of our ordinary examinations?—I should be very sorry indeed to take it as a fair test of the examinations. The same thing has occurred in other subjects and in other years, but by no means to the same extent. But the reason I am referring to it now is for the purpose of showing that the objection that is made rests upon the mode of examination, and could be avoided by improving the examination. Arithmetic is a subject in which none of those qualities that are referred to as being dwarfed or stunted in the teacher would be much affected, or at all affected, and therefore I take such a subject as that, and I say that if there has been any injurious effect upon the teacher through the monotony of teaching the subject or anything else, it must be attributable to the way in which it was examined in, and not to the subject itself. I wish to say (I have had experience of this) that there has been, especially in English and in modern languages, a good deal of ground for that objection through a system which I think prevailed some time ago more than it prevails now, of setting courses in which the children were obliged to learn actually off by heart long passages, and especially poetry.

2576. CHAIRMAN.—Like the "Lay of the Last Minstrel"?—I have an instance in my mind of a girl who got one of your junior exhibitions, and had a year in hand. I was very anxious that she should go in for a senior exhibition, but she said she would not. I said, "Why in the world not"? and she said, 'Nothing would ever induce me to spend another year learning anything in the way I had to learn "The Lay of the Last Minstrel.'"

2577. Rev. Dr. SALMON.—I think this would be as good an opportunity as any to explain what I mean about arithmetic. There is a certain amount of practical arithmetic that is, I take it, always necessary for a girl, and for most commercial purposes. Doing such sums as that if she spends £37 3*s.* 4*d.* out of £50, how much has she left, and things of that kind, account-keeping, and so forth, is all the arithmetic she requires for practical purposes, and you know the kind of practical examination they give at the Bank of Ireland for a boy that wants to enter there. That kind of arithmetic is practical enough, though even that tends to become scientific. But if you make arithmetic, as in the Middle Grade, a subject for competition, it is to be assumed that in those examinations most of your pupils know the ordinary arithmetic. The question arises whether arithmetic in that sense is a proper subject for the Middle Grade. It is said then that you train a boy and cram him up in a certain number of questions, and that what you require is to make him think. Then you give him questions that do make him think, and that is pronounced to be a conundrum, and it is said that it is altogether out of the range of ordinary people's knowledge, except those who have been trained in a particular way. Of course no matter what kind of examination you give that objection might be brought forward equally. There will always be something left to the examiners, and teachers will typify all possible questions in classes, and train them to do a few of each class, and they will do the questions triumphantly. I saw that very paper you spoke of, and the answers too. Some boys did them remarkably well, because, no doubt, they had been drilled in that style of question. I doubt myself whether arithmetic is a proper subject, whether, when you get advanced to a certain point, algebra and other subjects would not be better; but given that what was to be done was to discriminate between honour candidates in arithmetic, I do not see that it is a bad system for its purpose?—I am not now speaking about myself at all, but of what I have heard from one of my colleagues who is a commercial man. There is a very strong feeling that arithmetic is the most important of all the subjects throughout all the grades, and ought to be kept up to the top of them, for all boys intended for a commercial life, and that the arithmetic that they ought to be taught, and which affords ample scope for their teaching, as distinguished from algebra, is honest arithmetic, straight sums; and with the field of compound arithmetic before you, as long as our currency remains what it is, there is hardly any degree of difficulty that you cannot put into an examination in honest, straightforward arithmetic. I will now come back to the point I was on, the illustration of the arithmetic marks in that instance as compared with the French marks and the book-keeping marks; and I say that the difficulty, or objection, of forcing the teacher into monotonous lines, and schools into the same, can be met by the examination papers.

2578. CHAIRMAN.—Can it be met, do you think, when we are obliged to prescribe a programme?—Certainly.

2579. How would you propose to do it; for instance, take English?—In the case of English I should do it by making the course a very wide course as far as the prescribing of the programme is concerned. It is a very bad thing I think to say that you will examine in subjects and not in books—you know we have had this question in our law examination—but on the other hand an examination that is entirely in books and not in subjects would be the very most objectionable. But I believe it is perfectly possible to frame a programme that will meet this objection. But in order to illustrate my meaning on this I would rather, if you please, take the subject of Latin.

2580. Certainly; take any subject you like?—I do not think anybody could be properly examined in Latin without a specific course in which he was to have a minute knowledge. I know that that course will be learned off by heart—I am quite certain of it—and that what is called cramming (which is after all a special form of education) will be applied distinctly to that. But at the same time it must be done, and I would make that a comparatively short course. The faculties that are developed by that minute study of a small subject are very useful, and furthermore they are easily ascertained by examination; but I would then test the knowledge of the language as a whole upon a field on which I would not have given the pupils beforehand any information as to where they were to be taken, because in that case, books not being prescribed, the questions being honestly framed questions in grammar, the passages being fairly selected passages, I believe the result would be easy of ascertaining which student had been best taught and knew most of the subject.

2581. In other words, you would have no prescribed authors except one very short portion of a book which you would assume the students would learn off by heart?—I would assume that the teacher would take

his own way of giving the most minute knowledge he could of that.

2582. Do you think that the examination in that particular subject would be of any real benefit?—I certainly do. I believe myself that the most minute knowledge you can have of any portion of a course is of extreme value. For example, I may illustrate that by our college days. They gave you one Greek play, and as to the whole of that Greek play you were expected to know it in the most minute way as regards text and everything else. It was not so long as to sicken you, in the way that some of your courses would, in being learned in that way, but the faculties of observation, accuracy, memory, and so on, are just as valuable as the others.

2583. Do you observe that by taking that small portion of a prescribed author you in the most imperative way require the schools to run in that particular groove?—I certainly require them to learn one particular book; but the groove is the groove of learning; you must test the faculty of teaching boys to learn a particular thing by a particular instance, and I give that particular instance, but it is not the groove of education. A good education ought to include the teaching of a boy to learn a book thoroughly, and that you can only test by one book, and I would test it by the shortest lesson I could.

2584. I shall give you the opinion of one other gentleman who is a great educational authority?—I feel obliged to apologise for giving opinions about these things at all, and I should not do it except that my own opinion is not an expert opinion, and I venture to say that it is better sometimes to check expert opinions by the opinions of those who are not experts.

2585. We all know that the opinion of Sir Joshua Fitch is a valuable one, and I shall read an extract from his evidence. It is at Question 9111, in the same minutes as the last extract I read. He says this: "I think the first thing to secure is that there should be a public guarantee of efficiency" (I suppose we are all agreed upon that) "and the second that there should be the largest possible liberty both to teachers in regard to their methods and their plans, and to governing bodies in regard to the educational aim and scope of the various schools. Therefore, I should not like to see any system of inspection or examination which prescribed anything in the way of a code or subjects as absolutely necessary for schools of a particular kind"?—With that I thoroughly agree, and I would say further that I think you have an instance in Ireland to show that even in this country it can be worked. The Science and Art Department deal with practically small branches, for our purposes at least. They have an examination in the school, they pay certain very small results fees, and on the occasion of the examination, and I think once or twice also during the year, they drop into the school and look about it. They give no award with regard to the school except in a single word, "excellent," "good," "middling," or possibly "bad." I may mention that our school got the second class for one year, but that was quite accidental, and every other year it has been "excellent." They do that partly by the examination papers that are worked by the children, and partly by what they see on the occasions of their visits. To that extent I think inspection is quite possible, and I know it is welcomed by the teachers.

2586. I am a very strong advocate for inspection. I pass now to another objection that has been urged by some of the witnesses who have been before us, to the system as worked under the Act of Parliament, that is they say it encourages cramming. You say that cramming is a peculiar sort of education, and no doubt it is, but I imagine that it is not a sort of education that you would be glad to encourage?—I think cramming has its proper place.

2587. I suppose you recognise cram as being education which has its ultimate object in the student passing the examination, as distinct from giving him a true education?—I think, with all respect, you cannot define cram by its object. You never can define a thing by what it is intended for. I take the difference between cram (which is, after all, a word of abuse) and teaching to be really this—it is a giving of a superficial knowledge quickly for use of a temporary kind, and that must be done in every case to a certain extent. The human mind is incapable of remembering everything. We used to cram our briefs, and be very glad to get rid of them as soon as the cases were over. All through life you have to do it, and it is a faculty we have to cultivate. Again, to illustrate cram, you have got what you call commercial subjects in your programme; you have got the commercial portion of a language for example. Those subjects are taken up by boys and girls that know the uncommercial part best, and I could give you an instance in which the teacher took his nine best boys in those subjects in which there were commercial branches, and he spent one hour for five nights teaching them the commercial portions of those subjects, and out of the nine boys eight passed with honour and the other passed without. That I call cram.

2588. And do you recognise that as a good mode of education—do you approve of the action of the teacher in that respect?—I do not.

2588A. As you do not like Professor Mahaffy's definition of cram, may I state to you my own objection to cram. It is, that it appeals more to the memory than to the intellect. I consider that that is the educational deficiency in cram. Now, applying yourself not to the school in which you yourself take so great an interest—that well-conducted Masonic school—you recognise that our rules and our system must be adapted to the entire country?—Certainly, and furthermore, that you cannot get over the larger part of this island the machinery for perfect teaching, and, therefore, unless you are going to deprive the vast majority, as regards the geographical surface of the country, of the advantages of your system altogether, you must adapt that system to the weaknesses and the poverties of the great majority of its inhabitants.

2589. That is what we are trying to do?—I think expert witnesses tend rather—I am not speaking disrespectfully of them at all—but I think the higher a man's training, and the more he is qualified to give a professional opinion upon educational matters, the more likely he is—to give a counsel of perfection that cannot be acted upon except in big centres and large places.

2590. I daresay you and I have been trained to take a rather peculiar view of expert witnesses?—They are very good servants, but very bad masters.

2591. We must, of course, recognise human nature as it is, and as it is likely to remain, and that we will not be able to get a counsel of perfection in that respect—is not that so?—I am afraid so.

2592. Therefore, unfortunately, we must recognise this fact—that there may be among the teachers with whom we have to deal persons who may be governed by those baser motives that actuate some members of the human race, the acquisition of the money necessary to their support, and, therefore, in the case of those persons will not the objection to this system be that they will train their pupils merely to pass these examinations?—I think so, and I think it ought to be so. I will give you an instance of it. Among the schools that I am concerned in (and I do take a practical part in the management of it to some extent) is a school that is called the Diocesan Intermediate and Commercial School, which has been established now, with the aid of a small and old endowment, in Molesworth-street, Dublin. That school was established three years ago in order to try to give to middle class Protestants of limited means in Dublin an opportunity of giving their children an education that would make them

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self-supporting. The whole endowment is less than £200 a year, and the building in which the school is carried on, which is free. It was absolutely impossible to give the education for fees that the parents, whom we wanted to benefit, could afford to pay, unless we could earn results fees under this system of yours. The school has become a great success; we had 125 boys at the end of last year, and the result of it is important in its bearing on the point you are now dealing with. Twenty-nine boys left the school during the year, and of those twenty-nine, ten got, by competition, places of various kinds in the Civil Service, or in commercial callings of one kind or another; four got appointments with qualifying examinations, and the remaining fifteen all got employment in the City of Dublin in commercial establishments. That is a sufficient number to argue from. Our experience is this—nineteen passed in the Intermediate, and, speaking roughly, more than a third of the pupils of the school we cannot prepare for the Intermediate examination, because the Intermediate examination course is not suitable to what they want, and to the expectations that they have; and our master feels, and I agree with him, that the system, as far as it goes, is right enough, but that it does not give the opportunity of earning results fees for the commercial class of boys at all to the extent it ought to. To that extent, therefore, it encourages a class of education of a character superior—if I may use the word—to what the boys want, and my idea is this—that the remedy is to have a commercial course distinct from a classical or university course, and to frame that course so as to make the results fees (and that is what I meant by saying it was a benefit) a duly and justly apportioned endowment for education of that kind. Once you treat results fees as an endowment, and see they are earned by doing work, instead of being an objection, it would prove the success of the system, and that the money is really earned.

2593. But however we are to prevent cramming, I suppose I may take it that you would not approve of a system which either necessitated or encouraged cramming, and that we ought to try to frame our system so as to discourage or altogether prevent it?—Certainly as distinct from sound teaching—that is, regarding cramming as the imparting of superficial knowledge in place of sound teaching; but I believe, and I wish to say that again, that the only known test that exists anywhere in any school, public or private, or in any college or university, to find out whether children have been well taught or not, is examination, and that therefore every system of tests must include the results of examinations.

2594. You see the question of examinations *simpliciter* is one matter—the effect upon the teacher of examinations *simpliciter* is one matter—but it is a wholly different question when we come to money payments to the teacher dependent upon the results of examinations. I suppose you have known that distinction to be made before by educational writers?—Certainly, but what I want to convey is this—that the teacher's money payment ought to depend upon the work that he does, and that the examination is a necessary means of ascertaining what work he is doing, subject of course also to the inspection pointing to detail, and that therefore there is no system you can invent which will not in the end pay the teacher by the results of examination, provided he is paid by work done at all.

2595. Now this is the last extract I shall refer you to from the works of anyone else——?—Modifying the examination will make the test as nearly perfect as you can make it—checked always by inspection. Of course you cannot make it absolutely perfect.

2596. I shall read now from a paper lately published by Sir Joshua Fitch, which is to be found in Special Reports on Educational Subjects, vol. II., Government Collection, and it is at page 640. He is speaking of examinations:—"The connection of the results of each examination with the award of a money payment, and often with the amount of a teacher's salary, introduced a disturbing mercenary element into his calculations, and sometimes tempted him to adopt measures designed too consciously rather with a view to obtain the maximum grant than to subserve the best interests of the scholars." Then he proceeds to point out the benefits of examination. "Moreover, individual examination, though an unsatisfactory method of computing a money grant, unquestionably acts as a safeguard for thoroughness and exactness, and as the best measure of a scholar's progress." He points to its being held indispensable in all higher schools and universities, and then he proceeds in these words:—"It is to be feared that the association in the minds of English elementary teachers between individual examination and a wrong and discredited mode of distributing public money has led to a belief that the examination of the actual attainments of individual scholars is in itself an error in our educational policy, and even a grievance to teachers." You observe now how a person like myself can approve of examination as a test of the progress of the student and at the same time object to its being accompanied by a money payment to the teacher?—I observe that, but I should like to say, upon that, what I would say to the writer if I were proceeding to try, as an ignorant outsider, to cross-examine him. He speaks of a wrong and discredited mode of ascertaining the matter in hand—that is the goodness of the teaching—and that is only giving the dog a bad name—to use the proverb—and we must see why it is wrong and discredited. If you go back you will find it is the introduction of what he calls a disturbing mercenary element. That exists in the mind of everybody I know of under Heaven, unless we may except missionaries. It is simply that a man ought to be paid for the work that he is doing, and I believe that teachers also ought to be paid by the work they do, and the only question is to find out how much they have done and whether they have been doing it right; and I believe it is impossible (though this is an expert matter in which I bow to the opinions of others) to ascertain whether a teacher is doing his work well or not, unless you examine his pupils. I do not say that that is the only thing to do, but unless you examine the pupils I defy any man to tell whether a school, educationally speaking, is a whited sepulchre or not. Therefore though I quite agree that these individual examinations of pupils will lead to the introduction of a disturbing element that will be injurious if it is made the only test, I cannot see how you can ever do without it. May I give you this paper upon that in order to show you when brought to the test of fact as distinguished from theory, some of the underlying circumstances of this question. We had in the early days of our last Commission to inquire into the condition of several schools which were not sending up pupils at all to your examinations. We asked why, and they said in so many words that the system was such a bad one that it was not good enough for them, and, therefore, neither the parents nor the teachers would have anything to do with it. So we asked them what was good enough for them, and they told us university teaching—real, sound university teaching—specially for Trinity College, and to some extent for the Royal University. Well, I think it first occurred to Dr. Molloy, and we all agreed with him, that the only way we could test that would be by trying to take some little trouble to find out how those schools for which the Intermediate system was not good enough compared with others in their own field (*i.e.* the universities), and we accordingly got, with considerable trouble, a list of every exhibitioner who got an entrance exhibition at Trinity College, and every exhibitioner who got an entrance exhibition at the Royal University, for eight years being the whole period when we could apply the proof, beginning in 1885, because at first your system was only beginning to come into operation, and we could only begin where they had begun to have their four years out in 1885. The result was printed and I will

hand it in, but it astonished us very much. We produced it afterwards to one or two of those witnesses, and we never heard—at least I never heard—the argument again until it came up before you.

2597. Will you state the general result of that paper, and hand it in?—I will. The result is this. In Trinity College during the eight years there were 136 entrance exhibitioners. Of those 136, 120 had passed the Intermediate examinations. During the eight years the highest place that was ever got by a Non-Intermediate exhibitioner was second place in 1888; the next I think was fifth in 1890; and in 1885 twelfth was the highest. Furthermore there were sizars who entered college that were not exhibitioners. There were a good many sizars who had obtained exhibitions, and the others were nearly all mathematical, but some were Hebrew and some Irish, which disturbed the figures a little, but still there were 43 of them, and of those 43 the majority, 22, had gone through the Intermediate. The result was this—that the Trinity College percentage of exhibitioners, who were also Intermediate students, for the eight years' was 88·2 per cent.; taking exhibitioners and sizars together the percentage was 79·3. In the Royal University the exhibitioners are divided into two classes: there are 10 first class exhibitioners, and there are either 20, 21, or in some years 19, second class; therefore you have about 30 as an average. Of the first class exhibitioners, 76 out of 82 had passed the Intermediate examinations. Of the second class 155 out of 165 passed the Intermediate, and the result was that of first class exhibitioners 92·6 per cent., and of first and second taken together 93·5 per cent., were Intermediate pupils. This list gives you particulars of where the pupils came from, their places of education, and you will find that from that small minority who are non-Intermediate you have to deduct those who could not have gone in for the Intermediate because they had been at English schools, and we also have to deduct the private study pupils, whom, to some extent, it is difficult to send up for the Intermediate; and in Trinity College I think all the rest with one exception came from one single school—a school which did not prepare them for the Intermediate. I wanted to mention that because it does appear to me to bear upon the question whether your examinations up to the present have or have not been a fair test suitable to the wants of university students. My own impression is that if they have a fault at all it is that they are rather too well adapted for university students, and that you ought to have a separate course equally well adapted for those who do not want to go to the universities.

2598. Most Rev. Dr. WALSH.—Does that return that you wish to hand in show the schools those various students came from?—It does in every case. It is extremely interesting for you to observe how, speaking generally, but only speaking generally, the positions which they occupy in the entrance examinations at Trinity College and the Royal University correspond with those they occupied in the Intermediate. You will find that they do not always correspond, but I attribute that to this—that in those examinations the proportions in the weight of classics, modern languages, and other subjects, are so different. But, speaking generally, it is a very remarkable instance to show that the boy who is at the top in one examination is also at the top in another.

2599. It is a very interesting return. Your Commission did not publish it, I think?—No, we did not publish it, as it was not directly connected with our report. The reason we took those was because they were the only distinctions that we were aware of at that time as to which we could find out where the boys were educated. I believe since then Trinity College does publish, in the high places, where the boys come from.

2600. This very valuable return can easily be continued, I suppose, down to the present time?—Oh, yes, Mr. Murphy, the secretary, got it all by hunting up. We found that having published where the boys came from enabled us to meet the observation I have mentioned, viz., that the Intermediate examinations were not a proper test for university students.

2601. CHAIRMAN.—Taking your principle, that the teacher is to be paid for the work he does, you observe that the number of his students who pass does not logically and necessarily represent the work he has done; another element is introduced, is not that so?—Another element is introduced into it, I think, with regard to the preparatory part.

2602. In this way—the number of students that pass from a particular school, I take it, will depend upon two factors—first, upon the efficiency of the teacher, and, secondly, upon the capacity and individuality of the particular pupil?—Of the particular pupil, yes; but once you have a number of pupils they will average themselves.

2603. I do not differ from that at all?—In various quarters this matter came up. At King's Hospital we were not at all satisfied, for some time, with the results there, and in another school, the Mountjoy school in Dublin, which was quite new, we were not quite satisfied with the results in the Intermediate there, and in both cases what the managers did was to direct themselves and the teachers to the Intermediate course, with the result than in both cases we think the schools have improved, and that the test has been a good one. There are only two branches I know of in which the Intermediate education examinations do not test the teacher's work, and I would like to say a word on each of them. One is the preparatory work of preparing the children for the Intermediate examinations; the other is working on those children that are not fit, or are not intended to pass; those two, I think, cover the whole ground.

2604. Observe, the object of this Act of Parliament was to promote Intermediate education, that is, to make it more efficient as a rule than the education that had previously existed?—And I believe it has done so.

2605. Therefore, the payments provided by that Act of Parliament ought to depend upon the efficiency of the teaching, and if you ascertain the efficiency of the teaching then you have sufficient data to allocate the payment; is not that so?—Yes.

2606. Now, if you determine the payment by a result fee which is the joint effect of the efficiency of the teaching and of the natural capacity of the boy, you observe that you introduce a factor for which the teacher is not responsible?—I do; but it is a factor that relates to every case in which I buy finished work, and which ought to.

2607. But why should not the thing to be paid for be the efficiency of the teaching as distinct from the result of that efficient teaching upon a subject matter, one portion of which may be fit to profit by it, and the other not able to profit by it to the same extent?—Because what I want is value for my money of a particular kind, and if a man gives me a web that has cost him infinite trouble, if the material originally was not fit to be made into a web at all, it is of no more value to me than if he had made good stuff into a bad web; therefore, I think, with all respect, the answer to this difficulty is that, so far as the teachers are devoting themselves to preparing children for Intermediate examinations who are not fitted for them, they ought not to be paid, and they ought to be prevented from wasting their time; but so far as they are preparing children for Intermediate examinations who are so fitted, they certainly ought to be paid for that work; always bearing in mind that examination, as far as I know, supplemented by an examination in the means of working, is the only known practical means of finding out what work is done.

2608. I think your observation is just subject to this criticism. According to my view of the Act of Parliament, the analogy would be closer if you

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said that what the State aimed at is an improved method of manufacture, and that it does not look so much to the finished profitable result produced by that manufacture, and that if you improve this system of teaching it necessarily will have its improved effect upon the body of students as a whole?—Yes; but provided—and I am afraid this is one of the objections to the working of the system—that in encouraging the system you do not encourage the application of that system to raw material it was never intended for; and I do think that, as at present administered, children have been brought into Intermediate teaching that would be better left to teaching of a different kind—I do not say of a lower kind—and I do, therefore, think that in promoting Intermediate education the State must have had, or ought to have had at all events, a desire not merely to improve the system, but to see that the improved system was applied only to those that wanted it.

2609. I agree to that, too?—Therefore, that brings in the selection of the proper objects.

2610. The selection of the proper classes. Among those various classes there will be pupils of different degrees of ability, and the effects of efficient teaching all round will be different upon the brilliant boys, upon the average boys, and upon the rather dull boys?—I am really afraid it seems egotistical to be going into illustrations about this, but I think the very thing arises in our experience every day with those children that are in our hands. Those children come, as a rule, from a class of life in which, their fathers if living (they are all dead), and the mothers who survive, would desire, as far as possible, to keep them up in the social scale. With us, as I have already said, they are all regarded as equal. We find a difference of opinion among the mothers as to what is best to do with these children. We do our best to give them the highest teaching that the school can give them, but they are not all capable of receiving it. What we do in those cases is this: they are taught in all subjects in which the Intermediate system is suited for children of that class of intelligence; they work with the others, but in things they are not capable of so doing they are put into a class by themselves; and in the same way I think that in the administration of your system, such children ought to be treated as outside it altogether. There are two classes of education they are fit for, if they are fit for any, one is ordinary elementary education—reading, writing, and arithmetic; the other is manual education—using their hands instead of their brains. Both these classes are not, in my humble judgment, within your system at all, and the best you can do for them is to eliminate them as far as possible, and to leave them in the hands of people who are bound to administer them.

2611. There are two classes you wished to mention specially—the one backward boys, and the other those in the Preparatory Grade. What do you wish to say with regard to dull boys, or perhaps I should say backward boys?—Well, with regard to backward boys, there are two kinds of dullness—one is slowness of development, where boys are simply behind, but will come on.

2612. That is the sort of dullness I intended to deal with, not the boy incapable of learning?—Well, if you take that class of dullness, anyone working in a school knows that there is no more difficult element, and in one sense no more dangerous element, in a school than the overgrown stupid boys. They will, I dare say, come on after a while, but they are very hard to manage. They are generally great bullies of the smaller boys, to begin with, and intellectually the small boys have no respect at all for them; and there are other objections that people can easily understand, and, with all respect, I do not think it is possible or right to sacrifice the interests of the great majority of the clever boys through any exceptional attempt to do much for those boys. They are not a very large class, but they do, as a rule, always find their own level in life, and I would not encourage their being prepared in the same class or working with the others, beyond giving them a reasonable opportunity (which I do not think ought to go beyond three years at the outside) by way of equalising their age.

2613. But you would not drive them from an Intermediate school altogether?—Certainly not.

2614. According to your own experience what percentage would there be of these boys—some witnesses have said 20 per cent.?—I would not put a figure upon it, but I think 20 per cent. would be an exceptionally dull part of the country.

2615. In your experience you have, of course, known boys that were very dull and backward at school, and who have ultimately developed into very good and very intelligent members of society; you have found them at the head of great commercial institutions and doing great honour to Ireland—is that your experience?—Certainly; but I do not think they owe their position to Intermediate education given at an early age.

2616. But, at the same time, you would not wish to interfere with the education of such boys?—I would not.

2617. And you see the difficulty that there is if boys of that class are to be removed altogether from their classes and treated separately as if they were a class of dullards—you see at once the difficulty there would be in dealing with them?—Yes; but I do not see how you can help it. At present they are being taught, and they will continue, I suppose, to be taught; and the only question is whether results fees are to be paid for teaching them. And bear this in mind, that any system by which you admit over-age pupils could not be limited to that class of dull boys, unless there was to be, in addition to everything else, a kind of intellectual veterinary examination beforehand for stupid children. There is no doubt that if you extend the age generally for your classes the result will be very mischievous, because you will bring up a lot more than there are now of children that would be kept working for these Intermediate result fees at a time of life when they ought to be earning their bread.

2618. It occurs to me that it is a matter quite as advantageous to the State that a rather dull boy should receive such education as he is fit for as that a brighter boy, who would probably get on without any education, should be educated?—About the preparatory part of the work I am to some extent a convert.

2619. That is what I wanted to ask you about next?—But I am a very ardent one, like most converts. Our teachers strongly advocate the retention of the Preparatory Grade. Whatever part of Irish education your Board throws overboard will not receive the attention, nor will it be under the control, that the rest has; and if the Intermediate education that is to be given is to be decided by your Board, we trust that the preparatory stages of that education will be regarded as quite as much within your jurisdiction and duty as the rest of it. That is speaking generally. Furthermore, the introduction of the Preparatory Grade has taken place in the course of your system, and the experience that we have had of it is distinctly in its favour. The children will not work—these are not my words, they are from teachers—for a distant object, and the children begin to separate themselves by a species of natural selection into the clever and ambitious children, and the duller children, at a much earlier age since this Preparatory Grade was started than they did before. It stimulates their emulation, which is almost the earliest of the passions, to appear, and it gives them an interest in their work; and it has worked extremely well. We do think, also, that it ought not to be competitive. Children at that age are only beginners, and it is not a fair competition, because some of them have had some little advantages over others.

It is not an advantageous competition, because they are not strong enough for it, and their morals are not improved by it, and they are apt to get unduly excited over it. We say, therefore, that competition is unnecessary, but we do trust that the laying of a broad foundation of preparatory education will be regarded as about the most essential part of the whole system. Now, just allow me to ask your attention to what the effect of leaving it out is. Where a child cannot be sent up for your examination for, say three years to come, the selfish interest of the teacher, of which you have heard so much, so far as it is allowed to prevail at all, will make him begin to prepare the child three years in advance for that examination, and the result will be the same as was the case before the Preparatory Grade was introduced, when children used to be kept going over and over the Junior Grade course for years in order that they might come forward at the end with a long course of preparation for it. On the other hand, if each year's work is made the subject of a separate examination, then the child will work for it. There is a curious and interesting illustration of it in our own school. We find usually we have one or two girls that are so much in advance of the rest that they are even in advance of your Preparatory Grade, and we find that the best teaching we can give those children is to let them work with the Preparatory class, and, because they are not open to your prizes, we have a prize which is given to the best girl who is disqualified from going in for your examination by age. The girl who got that prize last year has got the gold medal for religious knowledge in all Ireland, and now she has got an exhibition from you. If the girl could not come in for examination for two or three years more to come, she loses all that; in addition to that she would be working now—or would have been working a year ago—at the Junior Grade. Then another thing, it meets the difficulty about not paying the teacher, and that is a very important thing.

2620. To a certain extent?—To a large extent, as far as it goes. So far as the teacher is preparing for your system, the teacher ought to be paid for doing that preparation, and it is far better that he should be paid year by year from the earliest stage of it, and, therefore, we think you ought to take the teaching between the ages of 12 and 17 as being the normal period during which it ought to be paid for, and that will include the Preparatory Grade, Middle Grade, and Senior Grade, and will give what the great majority of the children cannot now get—a second year in one grade.

2621. As to inspection. You are decidedly in favour of inspection?—Decidedly in favour of the inspection of the schools for the purpose of seeing that the teaching is capable of giving what the Act requires—an adequate knowledge.

2622. And as long as the Act stands as it is, are you of opinion that that inspection is not only desirable but absolutely essential?—It is absolutely essential to test certain subjects, and it is eminently desirable in all.

2623. Will you kindly say to what subjects you think inspection ought to extend?—Well, I have already said generally every one that requires oral or audible exercise for its beneficial use; that would cover everything.

2624. I desire to ask you more particularly as to the manner in which you consider it ought to be carried out. Would the inspector hear the class actually taught, or ask questions himself, or would the teacher in his presence ask questions in a particular portion of the course pointed out to him by the inspector?—Well, I answer that at once by saying that we all considered that matter, and we considered that, as in the case of the examination papers, and of the supervision, the appointment of a sufficient number, which we thought would be—say two men of distinguished eminence and practical experience in business—would be the only means of deciding how they were to do their business. Appoint a sufficient number of really qualified men and let them do their own business in their own way.

2625. And according to your calculation two eminent men would be sufficient?—That is, of course, a guess. The way we roughly put it was this—that there is a certain number of schools altogether which would have to be examined, and there would be no doubt, I think, time—it need not be done at the time of the examinations, because it could extend all through the work of the school year, which is forty weeks.

2626. Is there anything else you wish to say on the subject of inspection before I go back to the grades?—I would like to say this. We are continually hearing about jealousies of inspection, and religious difficulties, and other things. No doubt your own experience will bear out mine. During my twelve years on the National Board, over and over again we have had difficulties with managers and with patrons of schools, and difficulties with inspectors, and I never remember a single instance in which ultimately an inspection by one of our head inspectors, or in some cases by the chief of inspection, was not accepted as perfectly satisfactory by everybody; and, curiously enough, through personal communication with parties concerned, instead of the religious difficulty, of which we hear so much, being in any way found insuperable, I have known many instances on both sides in which the people concerned asked that inspectors should be sent to their schools that did not belong to their own denominations.

2627. Do you not think the personal equation counts for something? Have you read over the greater number of replies to our circular?—No, I have not had the time to do that.

2628. But, according to your experience, you are of opinion that inspection properly worked ought not to cause any friction between the inspector and the head of the school?—I do not think it would be possible for you to be sure of giving satisfaction in the first instance. Just as in other things, you would want a court of appeal; and it would occur to me that if you had at the outside two men that were known to be distinguished men in their own line, and to have practical experience (I put that above everything), I believe then that your assistant Commissioners would be very rarely called upon; it may be one or two of yourselves, in any point of difficulty would be referred to, as the National Board was, and the point brought before you, but I do not believe you would have any real difficulty.

2629. You would be in favour of our pursuing that system tentatively at first?—Certainly.

2630. And you would contemplate some appeal from the inspector in the first instance, as we have in the National Board?—Certainly.

2631. Do you think the Assistant Commissioners would constitute a court of appeal if they had an opportunity of going down and inquiring into the matter on the spot?—I believe they would.

2632. In other words there would be an appeal to the Board, who for its information would procure a report from the Assistant Commissioners after a visit by them to the school?—Yes; I find if people are allowed to say their say and to put their case, they acquiesce in the decision of any lawful authority, if they think that authority is fair and impartial.

2633. Now, I come back to the subject you referred to before, one in which I am very much interested—the subject of grades. You suggest, I think, that the grades should extend from students over 12 to students under 17, and that students under 13 should, although examined, not be at liberty to compete?—Yes, in the Preparatory Grade only.

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2634. In the Preparatory Grade only; but not to compete?—Not to compete. Speaking for myself (this is one of the matters on which we—I will not say—disagreed, but we came to no conclusion). I think that in the working of the system even in the Preparatory Grade there ought to be two classes—that is to say, passes and passes with honours. A child will work very much better if a little distinction is to be got among his fellows, and that can be done without exposing him to fierce competition, and also it is a very great guide to the teachers. We find your results of more practical value in that way than in any other in our teaching. We are able to tell at once by looking at the marks in your books where the child's learning is weak, as well as where the teacher's teaching is weak.

2635. Most Rev. Dr. WALSH.—The distinction need not be a record of the order of merit in a competition?—No; print them in alphabetical order.

2636. CHAIRMAN.—So as to prevent this dreadful competition, *inter se*?—The competition, as far as it becomes pressure, is for honour; it is not for money, but for position in the list. I would like to say about that that we have had over and over again cases of pupils who would injure themselves, if they were allowed to do so, by sitting up late, working during play-hours, and by all those means by which over-industrious children will injure themselves; but we never found the smallest difficulty in stopping it.

2637. No doubt you could, as the controlling authority of the school, and if we were certain that every teacher had the same power in his hands, and would exercise it, we would be saved a great deal of trouble and difficulty?—You have the defect in proprietary schools. I would be very sorry to charge teachers with being selfish in this matter, but you also have the great difficulty of their being unable to control day pupils. There of course it is for the parents to do it. It is not possible to prevent the thing from occurring altogether, but in the way I have pointed out you would relieve children of the fierce competition, the only part of it which I have ever known to be injurious, and yet at the same time let them be honour pupils and pass pupils.

2638. You observe that in this system the competition is so keen that it becomes not only a competition between students but a competition between schools?—You see there is competition between newspapers too, who publish articles comparing the work of the leading schools, as to who has got the blue ribbon for the year, and all that kind of thing.

2639. Would you approve of the suggestion made by a witness yesterday that our published results should assume a different form, that we should publish the results of exhibitioners—or, if the exhibitioners were divided into two classes, the exhibitioners in each class—alphabetically, and without giving the name of the school. The manager of the school himself would be furnished with the return, but a newspaper editor would not be able to take up a book of results such as we have at present, analyse the results, allocate them to the various schools, and then write an essay as to the comparative success of the various schools in Ireland?—I would be entirely against that, and I will tell you why. I believe these figures published here are of extreme value, and I will show you why, coming back to my old illustration. If you will kindly look at the figures in this same arithmetic business, in the Middle Grade—I would not give any names not necessary, but No. 254 and No. 472 are two girls I know as nearly equal as two girls can well be.

2640. Most Rev. Dr. WALSH.—Those are on the papers you spoke of?—Yes, the Middle Grade arithmetic. I find by looking through the books one of those girls got 80 marks in arithmetic in 1898, 340 in 1897, 230 in 1896, I find that the other girl failed altogether in arithmetic in 1898, that she got 270 in 1897, and that she got 198 in 1896; and I find that the only girl who got honour marks in 1898 had failed in 1897 altogether. I say in the first instance the publication of these figures is of vital importance for the purpose of satisfying the people that the examination is right when it is right, and wrong when it is wrong; but I also say from my own experience that every figure published in this is used and practically employed by us and our teachers in seeing where boys and girls have been weak in particular years, and I would never sacrifice the good results of this publication because such publication was also attended with certain bad results.

2641. CHAIRMAN.—But if the publication of these results tends to injure the health of the students, is not that an important matter to be taken into consideration?—I answer that by saying it is not calculated to injure the health of the students if the teachers do their duty.

2642. But then we must take the teachers as we find them, and if we find that the health of students as a matter of fact is injured, what are we to do?—I have no evidence whatever to convict the teachers of injuring the health of pupils in this way; I do not think they will do it; I believe it is much more carelessness on the part of parents or ignorance if you like on the part of the pupils; but I do not see how you can suppress (because it comes to that) the publication of the detailed results of the examinations for all the pupils merely in the interest of the few, without sacrificing a great deal that is useful.

2643. Is there any other system of examination in which there are so many details published? Take the Civil Service examinations; they never published such details, but each candidate may obtain as much information for himself as we publish?—I think every examination is published exactly in the same way as this; the only difference is that there are so many thousands interested in yours that they disseminate yours in a way which others do not. Every figure in this is to be found in the reports of the examiners of Trinity College. Nobody would ever be content with the result of an examination if he could not see his marks.

2644. But they are not published?—That is because the newspapers do not think it worth while, but the Fellowship marks are.

2645. Taking the Sandhurst examination, which is a very important one, they give you the gross total of each candidate and his place in the list?—I am not troubling myself for the moment about anything except this—that the results shall be accessible to the pupils and teachers. If the moment they are made accessible to the pupils and teachers they are made available for the newspapers, that is not your fault.

2646. That may be, but the newspapers will not have the facilities they now have, because they will only be able to get from each school the returns available for the particular school, and will have no grounds upon which to base the analyses of which we have been speaking?—I should be very sorry to say they could not get them. I believe myself there is no possibility of preventing the newspapers from publishing them, and I do not think there is any great harm in doing it. I believe myself you will sacrifice real useful work if you do not publish the results to the people interested, and the moment you publish the results to the people interested they will go forth to the world. Furthermore, if you do not publish it altogether, as you do now, I should like to know how parents are to test the truth of the advertisements they will see in the newspapers about the different schools.

On resuming after the adjournment for luncheon,

2651. CHAIRMAN.—We shall now take the next subject on your paper?—May I go back for a moment in order to supplement a matter you asked me about. I do so because I am afraid otherwise it might be supposed that I had answered the question dif-

ferently from what I intended. It is in your paragraph 3—"Has the existing system any tendency to drive the school into a common groove?" I ventured to think, and think so still, that the groove is a mere metaphor for the influence of the system, and that, therefore, the mode of meeting the difficulty is to take up the tram and lay down the street rather than close the road altogether. What I wanted to say was, that the existing system has a tendency to drive the schools into a common groove, and I wanted to mention two instances that occurred to me since I left here. I remember seeing at a very large and very successful diocesan college, hanging on the wall of the hall, a list of the students in the place, ruled out with columns, and headed in exactly the same way as your results are printed, with P and F, and big figures and small figures, and each column precisely a fac-simile of the return here. I asked, as I was passing by, what that was, and our manager said to me—"It is our Intermediate results," and that he had just got it made out. I saw that in the first two columns of it there were two branches of theology. Dogma, I think, was one, and I forget the other. "Surely," I said, "these are not Intermediate results." "Yes," he replied, "they are the results of our own examinations." I then found that every term they had an Intermediate examination of all the pupils conducted on papers printed as a fac-simile of yours, even down to the envelopes in which they were put, for the purpose expressly of training the students to be familiar with the methods as well as the course of the examination. It does occur to me that if the system of the examination were perfect that system of preparation for it would be perfect also. But if there are defects in the examination the system of preparation will go into a common groove to an extent that would not be worth the trouble, to say the least of it, and would be a waste of time. Another case dealing with the same matter occurred in the King's Hospital. At first the governors there took no part in the question of the Intermediate results, or the examinations, other than receiving the head-master's report of the results each half-year. He, undoubtedly, did aim at conducting the education of the school upon the lines of the examinations, the results fees being, of course, entirely his at the end of the year. When the change was made, by which the standard was raised so as to include two languages, where previously one would have done, the result was, that only one or two, or three out of the whole school passed and then the governors' attention was called to it, and we found that the result of trying to run exactly on the lines of your education had been injurious there also. The remedy that was taken was, then, to press the attention of the governors and the teachers to the teaching of Latin and French so as to restore the school to its former position. I mention that to show that I think it has a tendency to force the school into the line that you take, and if the line is a groove that the groove ought to be widened.

2652. Do you wish to say anything more as to the grades? You say boys might be examined under 13 for the Preparatory Grade, and under 17 for the Senior Grade?—As to the grades, I have nothing to add to what I have already said on the advantage of retaining the Preparatory as a non-competitive grade. As to the limits of age, I should like to say this: if the object you have in view is to provide children with what I would call a marketable education, that is one that they can apply to use for secular purposes, the age of 17 is really the top age at which the children's time can be profitably employed. I am using "profitably" in the limited sense of school work as distinct from other work. In all the commercial callings to which a large number of the children in this Molesworth-street school, as well as the others with which I am connected, go, it is very difficult indeed to get young people into employment after they pass 16. They are taken in, usually on very little remuneration, if any at all, for about three years or so; and every day that is spent after 16 puts them into expense that will shut them out of the calling ultimately, or will waste time that commercial people think is more usefully employed in special work for them. For university preparation, certainly, 18 is the maximum age at which an ordinary student ought to enter a university; and it does not matter what you may do, he ought to take a year after passing the Intermediate examinations in special preparation for the Royal University or Trinity College. A curious corroboration will be found in the return I handed in to you. If you look at the dates you will find that very rarely did an exhibitioner of the Royal University enter in the same year that he had been through the Intermediate. In Trinity College they did to a considerable extent, because the dates of entrance were different. And, therefore, 17 is the normal age at which school days ought to end for any purpose.

2653. As regards dealing with the money value of exhibitions, you are strongly of opinion that instead of its being paid direct to the pupils, an arrangement should be made to spend it for his further education, or otherwise for his benefit?—We took the liberty of trying to draft a rule upon that point, because the real test of whether a thing is possible is to see whether you can write it down. First I will tell you what we do ourselves. We have no legal power to control this money. The children can take it, and give it to their mothers, or spend it, and some people have said that it is turned into bicycles and things of that sort. Practically we have never any difficulty. The money which is paid to a child is at once put into the Post Office savings bank, and there it remains along with the school prizes until the child wants it. I could not give you a better illustration of it than by the case of those two girls whom I referred to—both of them exhibitioners. One of them does not care for teaching, and she prefers the Civil Service. She will have to spend at least a year in preparing for that examination. Her sister took seventh place after one year's preparation out of 700 odd candidates three or four years ago, and she is to go to London to live there, and the possession of such a sum as £50 is of vital consequence to such a girl. If they go into a commercial business usually they have to pay a fee, and no fee is worth anything unless it is £30 at least, and for that also it is of vital consequence to them to have a little money in hands. The other girl that I mentioned is one who will take to teaching, and I will give you a practical illustration of that. If a girl at the age of 17, no matter how well educated here, becomes a teacher, it means that she becomes a nursery governess at £15 a year as a rule. If she can go for twelve months to the Continent, or for even twelve months to England, and advance her education there, it means that when she comes back, with foreign languages acquired abroad, and so forth, her financial position in her profession is at least double what it would be in the other case, and that special advantage will cost in round numbers in every case about £100. They can become pupil teachers, but they always have to pay if the school is a good one. The only schools where pupil teachers are taken free are ones in which the work is very bad, and usually the special teaching that the pupil teacher gets is very small. But with sums of that sort they can do a great deal. The same thing prevails in the Loreto Convent Schools. They have a number of establishments abroad, and they can send their good girls to Germany or France. We try to do the same thing, and, therefore, I would strongly advocate the adoption of such a rule as we have proposed. But there must be a strong limitation to it. If some of the proposals that are made were adopted, it would be adding the present prizes and exhibitions to the results fees. For example, a teacher gets in the Junior Grade £12 or £14 for results fees; a pupil gets an exhibition of £20. If that exhibition is to be spent upon teaching

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within the next succeeding year it will be paid to the same teacher, who would otherwise not only teach the child for nothing, but be very glad to get him. We find no difficulty in getting a free education for any child in the Middle and Senior, who has already got an exhibition in the Junior Grade.

2654. Your rule gives great latitude to us?—It is at page 271 (*reading*)—"No payment shall be made in respect of any exhibition or of any money-prize exceeding £3 unless and until the Board shall have been satisfied that the amount will be applicable for the permanent benefit of the student entitled to the same either in or towards obtaining further or more advanced or special education or instruction"—because in many cases they will have a fee for that—(*reading*); "or in or towards the payment of fees, premiums, or expenses required for enabling such student to enter or to follow a suitable calling or employment or otherwise for his or her advancement in life. In order so to satisfy themselves, the Board, for the purpose of this rule, may call for such certificates, undertakings or declarations from managers of schools, teachers, employers parents or others or for such other evidence as the Board may in each case think fit; and in any case in which the Board shall not be so satisfied before the student attains the age of nineteen years, the right to such payment shall cease." We put in provisionally nineteen years. It would undoubtedly entail a great deal of trouble, but trouble that I think would find its reward.

2655. Rev. Dr. SALMON—That would specially apply to the Senior Grade; won't you apply it to the others?—For the reasons I give you I think it ought to be applied to the Junior and Middle Grades also. Otherwise it will be simply adding to the results fees.

2656. Would you save up the money?—Yes. One of these two girls has £80 and the other one £60 as the accumulation of her prizes and everything else.

2657. CHAIRMAN—Have you considered the difficulty of the proper gradation of the questions in the examination papers over the various grades. I think you offer the suggestion of a Central Board of Examiners or a number of permanent examiners such as we have?—The answer to that is the answer of my professional colleagues that were on our committee, and it seems to me that it simply comes to this—that they think that the gradation of the questions will be best secured by first of all placing the framing of the papers in the hands of people who have been themselves practical teachers. We don't say that it is at all necessary that the drafting of the paper should necessarily be the work of the same man who has to read all the answers afterwards. In the National Board it is exactly the opposite. Therefore there is nothing inconsistent in asking that the papers should be framed by persons of real teaching experience; and secondly, that every question put upon the paper should be placed there on the responsibility of at least two, because no one man can tell what his own question is, either what it conveys to others, what it includes, or its difficulty; and, the most practical of all, that no question should ever be allowed to be put upon the paper until the entire working of it is produced. In the case of that arithmetic paper that I have already referred to, the assistant mathematical teacher in our school took it from the children when they came out of the hall. She spent the whole of that afternoon and the whole of that evening working it out, and she hadn't finished it when bedtime came. Nobody, I say without any hesitation from that evidence, could have presented that paper as a thing to be done in three hours as a possibility, except in the case of some exceptional genius who could read it off. Furthermore, the easy questions were at the end and not at the beginning, and the children had themselves upset altogether before they got to what they understood. It had another indirect effect. On the same day three hours in the morning were devoted to that paper on arithmetic and three hours in the afternoon were devoted to algebra, and that was the only time given to algebra at the examination. If you look at the cases I have referred to, you will find that one of the girls failed in algebra. She did so because she had spent three hours over the arithmetic, which made it impossible for her to apply herself to the algebra paper in the afternoon. In the Trinity College examinations a subject like algebra is never put for examination in the afternoon except at the scholarship examinations, and we never had three hours in the afternoon, only two; and to ask students up to 17 years of age, who have already spent three hours in the morning at a hard arithmetic paper, to spend three hours of the same day at an algebra paper was to put them a task that the adult students of Trinity College could not stand.

2658. Have you considered the question of the overlapping of primary education with our system?—I certainly have.

2659. Could you give us any practical suggestions in reference to it. First, give us your view of Intermediate education as defined by this Act, of course?—I have read the Act carefully to see how far it defines it, and it defines it in words—the last words—where it is called classical or scientific education in the definition of a school. It is also called Intermediate education in the body of the Act, and you are entitled to look at the schedule to see what it means. It is best first to see what we mean by primary education. I think primary education ought to mean the whole teaching of a literary or scientific kind that those who receive it are ever to get. In other words, it is the complete education of those who get it, and it is usually limited to what we call the three R's, and that of a more or less elementary kind. Before you define Intermediate education you must remember this, that everybody who is to get it must get the whole of his primary education too, and, therefore, to that extent, they absolutely overlap. But we know that the primary education that an Intermediate student gets is very different from the very start from the primary education that a National school child ought to get; and, therefore, I think you can best define it by saying that it is an education that is essentially superior to primary education and essentially distinct from any form of special technical or scientific education, not in the sense used here of scientific, and therefore that it has to be considered as intermediate between primary education at the bottom and university education at the top in one of its branches. But I cannot read this Act as limiting it to that branch alone which is one usual definition of it. And therefore what I define it to be is this—it is secondary education, leading first to university education and leading secondly to all callings in life that require classical or scientific knowledge.

2660. Was your attention called to the definition of Intermediate education in the Welsh Act?—No.

2660A. I shall read it for you (*reading*)—"The expression Intermediate education means a course of education which does not consist chiefly of elementary instruction in reading, writing, and arithmetic, but which includes instruction in Latin and Greek, the Welsh and English language and literature, natural and applied science, or in some such studies, and generally in the higher branches of knowledge." That very nearly fits in with your view?—That is a definition in which, if we were to look at it logically, we would have to strike out all the words except the words Intermediate education at the end, and then we would be where we were at the beginning. If we come to the concrete I may be prejudiced in its favour, but I believe the key to a real Intermediate education ought to be a knowledge of Latin and of at least one scientific subject, in addition to arithmetic, either algebra, or what in this country we call Euclid. But I think we must assume that in this Act, if there is to be a second language we must admit as the second language a

modern language in substitution for Latin. My reason for preferring Latin is not a prejudice in favour of Latin alone, but that I don't think any one can be a classical scholar of the English language without a knowledge of Latin, and furthermore, I believe that Latin is—I know it from my own knowledge and experience—the easiest way of learning any modern language, even German, but certainly those of the Romance type. But besides all that, as you will find in our report from a very high technical authority, Latin is the subject to which educational experts have devoted their attention most, and there is a more perfect method of teaching it than any other subject. I am told that.

2661. Have you considered the question of separate papers of questions for pass and competition students?—I am clearly of opinion that there ought not to be the same questions, and that the questions should be distinct. It is a mere matter of detail whether they are distinct by being put upon separate papers or on the same paper.

2662. But each class of questions should not only exist, but should be distinguished upon the papers as either pass or competition questions?—Distinguished on the paper. I may say further that I don't think it would be at all necessary to have separate papers in any but the larger subjects. You cannot make your examinations last for ever, and the same time that the ordinary pupils will take to answer the easy part of the paper ought to enable the really proficient students to answer the whole of it. You have many instances. The Science and Art people do it extremely well. They classify them into pass and honour questions. All the honour pupils ought certainly be made to answer all the pass questions.

2663. Or some of them; they should be examined in both?—Certainly, or otherwise you will bring in cramming to a far worse extent, if you limit the examination of honour pupils to the honour papers. Whether they are distinguished as distinct questions on the same paper or on separate papers, it is to the pass questions you must look to test the general knowledge in the foundation of the subject.

2664. You have a recommendation that the centre superintendents we choose should, themselves, have had experience in teaching classes. I suppose you would think that they should have experience in controlling large numbers of children, either boys or girls, so as to be able to keep them in order?—May I tell you some instances, to show you what I mean exactly. The control of children is a thing that requires practice: it requires a knowledge of children's ways as well as of their intelligence, and you very often have as centre superintendents well-meaning people, no doubt, but who have never been brought into contact with large numbers of children, and the results have not been satisfactory. But, on the whole, we don't object to them. I am only telling you instances in which we do I remember going to meet one of our students coming out after the examination in a subject in which she thought she would do best. She was quite excited and flurried. I said "What is the matter?" "Oh," she said, "the superintendent there was walking about the room the whole time, looking at our tickets, and taking our numbers, and fidgetting us." I could only compare that to the steward who comes around on a very rough passage in the middle of the night looking for your ticket. It may seem trifling, but it upsets people. I have another instance, and this was the worst case. It was a case in which a centre superintendent found himself unable to keep the boys in order, and he came out of the hall and got the head master to go in and restore order amongst his own boys. I don't think there could be a more complete confession of not being able to do his duty. There was nothing wrong in it. I knew two other curious instances. In one a centre superintendent who was appointed for the first time, was comparing his experience, and saying how delighted he was to find the interest that all the pupils seemed to take in their business. "They were so much interested in their paper," he said, "that I hadn't the heart to take it from them for a quarter of an hour after the time was up." The other was a case also of a new beginner who went to an old hand who told me, and he said "What would you do under these circumstances? Immediately after coming out of the hall, one of the students came to me with his father, and said he had made a mistake, and that he thought of it the moment he came out of the hall. What would you have done under these circumstances?" "Well," said the other, "what did you do?" "Well," he replied, "the poor little fellow was in such distress that I let him do it." That is the kind of thing. To keep children under control is a thing that is learned as a business, and, further, there is no more meritorious class of educationists, I believe, in Ireland than the assistant teachers of our schools. I don't think it would do, even if they would take it up, that the head teachers should be centre superintendents. But I know that the assistant teachers of all denominations and kinds in Ireland are very glad indeed to get these little perquisites. They are the best people for doing it, and I would make it a qualification that the centre superintendents should have experience as teachers.

2665. Rev Dr. SALMON.—We do that. The only thing that we refuse to do is to make it a compulsory condition. But we give the preference?—I should be sorry to say that as a rule the centre superintendents are not satisfactory. But I think it would relieve you, it certainly would relieve some of your friends, from a great many applications if there was a qualification that they should have so many years' experience as teachers.

2666. CHAIRMAN.—I am much obliged for the information you have given us?—There was one matter we were anxious about to which I would refer if you would permit me, as you have not mentioned it. The additional prizes given for special subjects are very limited indeed. We have given you on page 270 a list that would not cost you much. But it would be a matter of great advantage if there were further prizes. I think you will find that you give absolutely no prize for the subjects, that all the fuss is about—natural science and experimental science. I think first place in every subject ought to have some reward. The number of exhibitions—I have already spoken of the application of the exhibitions.

2667. Mr. Justice MADDEN.—You have put us so fully in possession of your views that there are only one or two points on which I would ask you to develop your views a little, particularly as I don't find myself in a questioning spirit as regards almost anything you said. I would wish to recall your attention for a moment to our position here. As you are aware we administer a fund entrusted to us under an Act of Parliament, and that that Act of Parliament consists of two parts—the body of the Act in which certain main principles are laid down, and the schedule to the Act which contains rules for the guidance of the Commissioners who can alter them subject to the control of Parliament. I think you will agree with me that these scheduled rules by no means exhaust, and probably were not intended to exhaust, the possibilities of the Act. By that I mean that there are two very important subjects dealt with by the Act that are not fully dealt with by the rules—one is inspection and the other the conditions under which special exhibitions, prizes, and results fees should be paid?—I think that as an interpreter of the Act I would say that they are the same. That is, that the inspection which is mentioned in the Act as to be done under certain circumstances, at least by the Assistant Commissioners, could have been only intended for the purpose of seeing that the adequate knowledge was given under the conditions required, so that it comes round in the end, I think, to their being the same.

2668. But we can develop the benevolent purposes of the Act to a fuller extent than they are

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developed by the existing scheduled rules?—I should hold that you could do anything to enforce or define the conditions for ascertaining the standard of merit. The key-word of the Act is to be found in sub-sections 7 and 8 of section 6.

2669. An important matter towards that end would be the establishment of an efficient system of inspection?—Certainly. You will observe that No. 8 is for prescribing and satisfying yourselves as to the observance of the conditions, and the conditions include conditions as to the standard of merit. That is one of the express subjects, and it is also followed by the statement that you are not to give any prize unless you are satisfied that there is adequate knowledge. So reading these words together, I come to the conclusion that you can prescribe any condition necessary to satisfy your own minds that the knowledge to be given is adequate. I do not think you can find out whether a school is efficient without adding a visit to it to reading the pupils' papers.

2670. And in that form, the test of oral examination, though not a part of the general public examination of the students, may be had recourse to?—Yes, I tried to divide that. I think oral examination should consist of two things. There should be an oral examination which should be part of the inspection of the school; but there are certain subjects, which I think are extremely limited, in which I think an oral examination would be something more, and those things would be the only ones that the difficulty mentioned by the Lord Chief Baron would arise, about getting the pupils together. And even these, I think, could be tested in the school.

2671. And, even if we found it impossible to work in oral examination with our general public examition of the students, yet, as a means of ascertaining whether adequate knowledge has been imparted, it could, to a certain extent, be had recourse to by means of inspection?—Certainly.

2672. And from your point of view inspection would not, or should not, be limited to the proper equipment of schools, to proper buildings and proper recreation ground, but it should have regard to the imparting of adequate knowledge?—With regard to the equipment of schools, I tried to convey the apprehension that I strongly entertain. In the first place, with regard to the mere equipment of the school for educational purposes and its provisions for recreation, it seems to me that that is outside the scope of the Act of Parliament altogether. It is only as a part of the means of providing the students with such a teaching as would give them an adequate knowledge that it is within your jurisdiction at all. The point that I hope will not be overlooked—a point that I tried to present to you in that paper—is this, that a vast number of schools and localities are deriving benefit from your system now that could not possibly comply with stringent requirements of that kind. I would enforce them to the full not only in big towns, but also in schools that were such that I know they could provide them—for instance, our own schools, or Clongowes, or schools of that kind—I would make them act according to their means—not that they are unwilling, for they are not, but you cannot enforce them in a country place without stopping what the people are getting now.

2673. The foundation of the entire system of the distribution of the public grant under the Act is the result of a public examination of students, and you have told us that you regard the retention of that fundamental principle as a matter of importance. A great deal of evidence—both written and oral—before us, recommends the substitution for that system of a totally different system—the allocation of the public grant by way of capitation, and as the result of inspection. You do not approve of that system, I gather from your evidence?—Of course, I went on the assumption that it is inconsistent with the present Act. But in Ireland, having regard to what I believe to be the feelings of the people, I do not believe that it would be possible to establish any test of that kind that the people would have the same confidence in, no matter how honestly it was carried out, and I do not think in the end that it would be as good a test of the proficiency of the students.

2674. Therefore, I take it that your advice to us would be, to work on under the present Act of Parliament, and not to apply for legislation to enable us to distribute the public grant on another basis?—I do not take it on myself to advise, I only say that my view is that, under the Act of Parliament as it is, you may not be able to make your system absolutely perfect, but you will go as near to it as you could with the help of all the parliaments in the world.

2675. That answer gives us full assistance with regard to one branch of our inquiry—as to whether any reform of the present system was desirable, and if so whether further legislation is to carry them into effect. Apart from what has been called the religious difficulty, there are certain incidents of a system of inspection as a basis of the distribution of public money. Is not one of them that it introduces the element of personal idiosyncrasies, personal views, and peculiarities, to a far greater extent than the system of public examination?—It does so so much that I would despair of any awards of money based on the opinion of any one person ever being accepted in the same way as the results fees on examinations. For, whatever may be said of results fees, they are taken by those who win them on the ground that they have earned them themselves; and they know it. They may not think that the results of their work have been accurately tested, they have never gone further than that, so far as I know, in objecting; but, if you send anyone to allocate money between two schools, it would be extremely hard to satisfy both. I do not care to introduce the question of religion into the subject at all; it only adds to the difficulty. For instance, if you take a Presbyterian and a Church school in the North of Ireland, and tell either of them that the other is better, I do not know what will happen. If you look at my list you will see a number of places where there are at present more schools than one competing for your results fees not necessarily separated, though they often are, by religion, and no awards except those based on the evidence of work done will satisfy them. I do not think that it ought to satisfy them; but that is only my own opinion.

2676. Turning from the examination as the basis of the distribution of the public grant to its effect on the students and as a means of testing their education, you regard evidently—from your answers to questions already put to you—examinations—whether oral or written, in some shape or form, as the only means by which you can test the education of a boy or girl?—I do not say that it is the only means, but I say it is essential, and I answer too that I know no single instance in which it is not had recourse to. There is no school that I know of to which a parent will send his child, of any denomination, or any country, in which he will not hope to get at the end of the term a report as to the child's progress, and in that report there is always the result of the school examination. And before your system was ever established at all, in every school I know of—in our own certainly—every child in the school was examined by the teachers necessarily, and usually, if there was anyone to control the teachers, by the manager also, or by some independent person, for the purpose of testing the work. When I hear it stated that results are not to be decided by examination, I answer that examination is applied in every case. But, while I say that it is essential, it is not the only test. To put it shortly, the substitution of anything for examination I believe to be impracticable, and

non-existent anywhere, but the addition of other tests to examination I think is, perhaps, not absolutely essential, but is certainly most desirable.

2677. There are objections to almost everything. Dr. Johnson used to say that there were objections to a *plenum* and to a vacuum, though one or other must be true; and there are dangers in a system of public examination where the element of competition comes in, particularly at an early age. You have given us suggestions whereby these dangers could be minimised. Would you approve of the general substitution of book prizes for money prizes?—I would not. The money prizes, when wisely used, can be turned into books by the children. In other schools that I am connected with—for example, the one in Molesworth-street—we have very little money, but we give some little prizes in money to the children, among the rest, to the boys that pass the Intermediate. We give the money—a certain little sum of money to each boy—which he may spend, subject to approval, in getting anything he wants. The collection of the things the boys bought was very interesting, and they were far more proud of them than if they got copies of books which were purchased at so much. Some of them bought books, and one of them bought a pair of boxing gloves—two pairs, in fact.

2678. Now, with reference to oral examinations—I leave the question of mathematics for others—but I had something to do, as you had yourself, with examinations in classics, you would not resort to oral examinations as a test of pronunciation, having regard to the fact that there are four rival systems of pronouncing Latin, and one of them, at all events, would not be intelligible to those who adopted another. For instance, the word "*vicissim*" is pronounced according to one system, "we-kiss-im." And, surely, prosody can be tested by a written examination if you mark the quantities?—For all practical purposes I should say that the knowledge of Latin can be well tested in writing, but I do not think that that is the case in modern languages. The reason is obvious. You want to use Latin only for the purpose of study. I once attempted to use it for oral purposes, and I miserably failed. But the real use of modern languages is to be able to make yourself understood in them. I do not know whether it is familar to you, but it is a good story, concerning the "O.U.I." system of teaching French, which I think is useless.

2679. That is the leading case, I think, on the subject. With regard to classics, which of course is a very important branch of our examinations, perhaps the most important, it is possible to have a perfectly efficient examination in classics, including prosody, without an oral examination, though an oral examination might be desirable if we could adopt it?—I think that is so absolutely; and, furthermore, I would say that, once the method of teaching Latin or Greek in a school was seen, the test would be complete as regards that subject. And I know the practical importance of trying to limit this oral examination as much as possible; and therefore I think that the cases in which it would be necessary to call the pupils together and examine them in any way in a separate examination would be, if not non-existent altogether, extremely few. And, if I might venture to say so, I would try first how far what I would call the "examination in course of inspection" would remove these difficulties before I would even try any more.

2680. It was with full knowledge of the practical difficulties that I was directing your attention to the subject?—There is one that is tested very much, and there is the greatest difficulty about it. In English it has been suggested that in the commercial course it would be impossible to give a thorough one without dictation. I do not see the possibility of conducting an oral examination in dictation with any fairness, for, unless you had the same dictator, nobody could tell what the test was to which the student was exposed. I have known a large dictation class set wrong by the pronunciation of the man who was reading to them.

2681. There is only one other point, and that has reference to what is called cramming. I daresay you will agree that, in talking of cram, it is necessary to clear one's mind of cant. You have described cramming as "superficial teaching"?—For a temporary object.

2682. As distinguished from a sound education. You were asked whether the examinations as regards cramming had not a tendency to develop the memory rather than the intellect. Do you not regard the memory as an important branch of the intellectual endowments of man, and one that it is necessary to develop and train?—It is not only one of the most important, but one that depends most on practice. People are born with good memories, but people with bad memories can improve them. It is about the most improvable of all the faculties.

2683. And the evil of cram is that it is directed to produce an evanescent effect on the memory?—I think the objection on the memory point is rather distinct from the other. I take cramming to mean teaching, not the general principles or facts from which you can deduce others, but teaching a particular set of isolated facts in the hope that you may be asked a question to which these facts alone will produce an answer. There could not be a better example of cramming than the one I called attention to, to take boys for an hour in the week, and run them over the commercial part of the French course just for the purpose of getting the additional marks that can thereby be secured towards an exhibition.

2684. You would under our existing system have attention directed to the development of the memory?—Certainly.

2685. And that would be attained by prescribing a particular book?—But I do not think that the particular book prescribed is necessarily to be learned off by heart.

2686. If it is learned off by heart?—Your examinations, unfortunately in some instances, and I think the National Board examinations rather more, adopted a system of asking questions which required memory, and memory only, to give the answer—such a question as giving two or three words in a poem, and the answer required was to go on and quote to the end of the passage. That is a question of testing pure memory, and, as far as I can see, useless knowledge, unless the child wanted to become a reciter.

2687. With reference to the dull and backward boys, is it the case that a great number of the boys are classed as such, having regard to what I call the grammar school education, who would not be dull and backward in relation to some different programme, scientific or modern?—I do not think so. There are cases of that kind, as there are cases of capacity for special subjects; but my experience leads me to the conclusion that the child who is dull in one subject is dull in all; and there are two classes of dullness—one is lateness of development, and the other natural dullness that will continue to the end of the chapter; nature made them so, and we cannot help it.

There is a matter I was anxious to refer to, which we all regard as of vital consequence, and would wish to impress our views upon; and that is the complete separation of the commercial course from the university course, if you make a separation at all. We direct your attention to the programme prepared with the assistance of our teachers and other experts. We believe that the principle is faulty of trying to divide the subjects into one portion common to both, and another purely commercial. The most important subjects for commercial students are taught differently, I am told, from the very commencement, from those taught to others; it applies to all—history, arithmetic, geography, and everything. In the commercial course

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the examination papers ought to be different; but we equally strongly feel that the foundation of a good commercial education is the same as the foundation of a good literary education, and that, therefore, there should be no separation till you reach some fixed stage. Some of the witnesses examined before you proposed the Junior Grade. We, on the other hand, propose the Preparatory Grade, and we think that three years is not too long for the commercial or the university course after the separation has taken place, but that the Preparatory Grade ought to include all. There is one observation to be made on that proposition. We do not propose, or hope, or suggest, that any pecuniary advantage that any student can now get under your system should be taken away from him by any alteration. In other words, when we ask you to fix the limits from twelve to seventeen, we only ask you to shift downwards the whole system by one year practically, but the boy or the girl of seventeen should receive at that age the same advantage in the way of money that he now gets a year later.

2688. Rev. Dr. SALMON.—When you talk of retaining the same advantage in the way of money, it is generally complained that the money we give directly to the students is too much. You do not forbid us to take that into consideration?—I think the money is too large. I am now only giving my own opinion on that. I think the money is too much to be wasted—but I must say that I do not think that even the largest sum that you give of £50 could not be quite usefully applied—except in a very few instances of wealthy people who are glad that their children should go through your system—I see no practical difficulty at all in supervising the expenditure of that money, provided you allow them a year or two in which to spend it and spend it wisely.

2689. Happily for you I forget a great many questions that arose as you went on. About this distinction as to commercial matters, I think that what was generally meant by going into grooves—was the objection that we turned all our students into what is called the grammar school groove. Our original intention in the beginning was to give facilities to people intending to pursue different courses in life, and we thought if they were required to bring up subjects amounting to 6,000 marks then they would choose according to their intended destination between them, and would be able to choose a commercial course or a grammar school course. Now would your scheme rather tend to forbid people who take up a commercial course from taking up any subjects in the grammar school course or *vice versa*?—You cannot allow the two courses, I think, to be taken up alternatively. They ought to be treated as equally important in the money award, and I do not think that one person could take up both. You will find that the country has been really working itself into the direction of separating them to the extent that I have been suggesting. In those cases in which, as I have shown in the same town, you have a Christian Brothers school and a Diocesan college or Intermediate school, you have alongside each other two schools, and in the schools that are not divided in that way you have, as in England, in many Irish schools a classical side and a modern side, and I don't think a boy can be on both sides at the same time.

2690. But, if there was a certain number of subjects, which they all take up in some shape or other; might they make their own selection then, or should you make the selection for them?—That is the point I was asked to bring before you. Gentlemen who understand the needs of commercial life say that the subjects that are common in name are not common in reality, and that the teaching of these subjects should be different for boys going to a university from the teaching of those going to commercial callings. You could not have a better example than geography, which, when studied for commercial purposes, involves a knowledge of facts we would not call geography. Arithmetic is another subject, pure arithmetic as distinguished from algebra is totally different for a boy going to a commercial life. And they say that the teaching of English is different also; and I believe it, for such things as copying manuscript and *precis* writing which are to a great extent mechanical, are not a part of a university education, but are undoubtedly of a commercial.

2691. With regard to inspection, I am very much of your opinion. The difficulty I feel is not the difficulty of getting the Act altered, but doubts as to whether it would be an improvement except as a check on the examinations. For instance, Dr. Molloy, I think, suggested that we should still, as before, give our results fees on the results of examination; but having different scales according to the efficiency of the school—that is to say, that a school should not be entitled to get a full results fees in French if there was no master capable of giving a proper training in it, or in chemistry if there was no one present in the school to teach it properly?—That is a delicate subject and we drafted some rules. At page 271 you will find the expression of our views:—As a further condition precedent to the payment of results fees, the Board may require to be satisfied by the reports of specially qualified and independent visitors or inspectors, or by the oral examination of pupils, or by such other means as they may think reasonable, that any school for which results fees may be claimed, is efficiently conducted; that the instruction therein is given by competent teachers; that the school is equipped with the apparatus and appliances necessary for the effective teaching of any subjects for which results fees are claimed, which cannot be properly taught without such apparatus or appliances; and that the pupils are so taught as to be able to make oral or practical use of the knowledge acquired by them in the subjects in which they are presented for examination." I am afraid you would find it a very invidious task to classify the amounts you would pay for such a subject as French. My own idea would be that you should satisfy yourself that a school is capable of teaching the subject at all efficiently. If not capable, I would not allow them to send any pupils up in that subject. But once they have passed the test of efficiency, which would be one to be fixed having regard to the locality and needs, then I would allow them to send up pupils and pay them the same as the others; otherwise I am afraid the results would not be satisfactory.

2692. I feel the great difficulty that you touched on already, that in many parts of the country where there were not many people of moderate means, if a man is not able to send his son to a boarding school he must send him to some school in the neighbourhood; and if the big schools crush out the small schools how are the people to be taught? If you make the conditions such that a small school would have to attain a certain efficiency, you kill it altogether?—That is one of the subjects on which I feel strongly that the experience of daily life is necessary to check the evidence of experts; and I like to test it in this way. Among all the Irishmen of your own acquaintance and knowledge, who have got on in the world by the use of their brains, what proportion is there of men that got their first education in rural districts in which school teaching was almost impossible? The proportion of Irishmen that have distinguished themselves, that began, in the early part of this century even, in hedge schools, or that since then have come from small country schools in the first instance, is very large indeed; and I attribute that to the fact that they are the very class who go through a process of natural selection, of picking out the cleverest from their neighbours, and, in the second instance, that they are boys with the stimulus of poverty behind them, to overcome the disadvantage

Haud facile emergunt quorum virtutibus obstat
Res angusta domi.

I gave you that list which I handed in with the object of showing the very large number of cases both of

boys and girls all over Ireland where at this moment sporadic teaching is being given in localities in which costly equipment would be absolutely unobtainable.

2693. I have heard it stated that it was easier in former days to get instruction in the higher subjects in rural districts than at present, because before the National schools appeared it paid by private enterprise for a man to teach and give private instruction?—There is a great deal of work of that kind to my own knowledge done at present in Ireland. A great deal of it is done by National teachers; it is not usually taught in the National schools, but the teachers have a few private pupils they are able to take. But the fact remains that any condition which would prevent you from paying results fees unless the school had an equipment of a first class school would disable a number of people from doing the work they are doing now. But subject to that I would be glad, if you could use your powers to compel them, to make the school as perfect as possible, and in all cases that are near a centre where teachers can be had—good teachers—there can be no injustice in compelling them to provide qualified teachers, because the effect would be to cut off the small schools that were less efficient than their big neighbours.

2694. I see no difficulty in applying inspection to the reward to the schools, but I do in applying it to the pupils. For instance, an inspector could see whether a teacher is competent to teach French, but it could not be assumed that every boy in the class would be able to pronounce it. I don't see how you could trust *viva voce* examination unless you confined it to a small number of subjects?—I believe one of the objects of this inquiry was to assist in that direction, but we found such absolute failures to our efforts to assist you in that direction that we strictly limited it to being a condition to prove that proper education was given. I don't see how you ever could take the results of an oral examination into account in awarding prizes unless as a means of satisfying yourself that there was good teaching, or in the cases where you want to see that the boys can use the instruments put before them. I think people have confidence in these present results that they would not have in the *ipse dixit* of any examiner.

2695. I confess I am not so sanguine as you that a small number of inspectors would do much good. How would you find the inspectors? We tried to pick up the best examiners we could in the beginning, and at once the newspapers discovered that there was a predominance of one religion more than another?—I think I saw it in some way proposed that they should have the qualification, and the salary, and status of judges.

2696. CHAIRMAN.—Or bishops?

Witness.—Or bishops. But I think you could get them for less. Very much less would provide them. I think they ought to be men who, irrespective of their religion, would be felt by everyone to whom they came, to have reputations to lose if they did not do their work, and who had a reputation of knowing what they were about.

2697. Rev. Dr. SALMON.—Well, now, about the Preparatory Grade—we are generally agreed, I think, that competition is not desirable; that it should be something like an entrance examination?—Certainly.

2698. As to the rewards to be given to schools you think they ought to last for some time?—In the Preparatory Grade?

2699. Yes, I thought you contemplated more than one year?—No. I contemplated that the course of Intermediate education should cover five years in the case of a child who could begin at 12; but it would depend altogether on the capacity of the child which of the four grades he would take twice, and there is practically no question that we find more necessary to determine.

2700. As to what is the first year to send a girl in and in what we will send her in twice. Most of the girls that get exhibitions from us, as we cannot teach luxurious subjects, must get them by good answering in the common subjects, and we generally find the most useful one to take twice is the Junior.

2701. The O'CONOR DON.—At present you can not take any other twice?—Not if you get an exhibition. In the Preparatory they could go twice as I understood.

2702. But not in the Middle or the Senior?—That depends on age; but there is a very strong feeling among our teaching people that the gradation of the grades at present is very unsatisfactory, that the Preparatory is too near the Junior, and the jump from the Junior to the Middle is too big. I cannot say how far it is well founded, but these are teachers' opinions.

2703. Rev. Dr. SALMON.—It seems to me rather a difficulty in the practical working rather than the intention of the Act. The intention seems to be that there should be a course of three grades and that passing from Junior you should not wait but go to the Middle and from the Middle to the Senior. But it has turned out that the jump from the Junior to the Middle is too big I think; and is not that a thing to be done by better grading of the courses?—Certainly, it is a question for schoolmasters. And I think if you fix the ages between 12 and 17 you will certainly have to reduce the amount of knowledge in the Senior Grade to the capacity of a student of 17, as distinguished from one of 18. And there is one point felt very much. A considerable proportion of the pupils who remain on for the Middle and Senior have special objects in view—one or other of the university examinations, or the civil service, or examinations for admission to various clerkships; and there is a very strong feeling that the examinations of this body are not so well adapted as preparations for these other objects as they might be—in other words that teachers have to teach a great number of courses, and I knew the case of one schoolmaster (I met him at a health resort naturally enough) who had broken down trying to teach for fourteen objects in the same school.

2704. I was going to ask if you had thought of any way of giving greater encouragement to the schoolmasters to prepare boys to pass the whole three grades rather than two?—It would encourage them very much to reduce the age, not to go to 18. What really withdraws them is that they have to go to other callings before 18. But those who go into business and universities must leave before that. The reason is not the hardness of the examination in the Middle at all, but that they are withdrawn in consequence of their callings in life.

2705. Now, I want to say a few words that may seem paradoxical in defence of the old system of teaching: may not a boy know as much about Greek as he does at present about French, which they all pronounce wrongly?—He may, but his knowledge won't be so useful to him.

2706. But to read and understand a French book; is not that a great advantage?—It is if his object is simply to read books. But if a boy's object is to learn French to use it as a spoken language it is not so great an advantage.

2707. Well, I suppose a boy taught to read an ordinary French book and write a French letter, has not he gained a great advantage; and how many boys are there in Ireland who want to speak to Frenchmen?—For commercial purposes they do.

2708. Oh, I am not saying that it is not a useful thing to know, but that it is ridiculous to acquire the other form of knowledge I don't grant?—I don't say for a moment that to read French is not useful. But the mode in which English is taught in Germany, for instance, is quite different from the way in which we try to teach French. I was quite surprised with a little German boy, a connection of my own, who did not speak English badly: he was only 14, and I asked to see the first book he had in English, and the first thing that he had to read was the opening lines of Byron's "Corsair." They teach them to read something that they don't at first understand, and then

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follows an exercise in the phrases and the words, and that is more interesting than the first German grammar I ever had to look at. It was the most revolting book I ever had in my life, beginning with conjugations and declensions.

2709. O'Conor Don.—Now, Lord Justice, I want to ask you a few questions. The inspection which you suggest, as far as I can gather, is an inspection as a condition precedent to paying results fees?—I think so.

2710. You have spoken of the great difference between schools in Ireland, the small schools and large ones, and I don't quite understand whether you intend to convey that the conditions as to efficiency should be the same in all cases, or should there be different qualifications in different schools?—I would give to a school a certificate of its being an efficient school for the teaching of particular subjects where apparatus were required, as distinguished from giving a certificate that their teaching was efficient generally. In that way it would be different; and I would take into consideration all the circumstances of the locality. I would be satisfied if I were an inspector in a country village, such as Boyle, with a condition of efficiency that would not satisfy me if I were in a school in Dublin.

2711. But would you require a larger amount of equipment or a better class of teacher in any particular subject in a school in a town than that in a small country village?—Of course. The details would have to be worked out. But I would take first a subject in which apparatus is necessary, and I would not give a certificate in any form of experimental science unless they had the means of teaching it practically; but I would not prevent a pupil of that school from getting marks in any subject where a book was possible, say a book in chemistry. I would not give a certificate, nor give full fees for the written examination only. It would work out in this way—that they would get larger fees where they were teaching a larger portion of the subject than in some of the smaller schools. But they would not be forbidden from getting fees.

2712. The condition would be the same then?—Yes; but the subject would be divided into branches.

2713. Do you think the Board in appointing the inspectors ought to lay down any rules for them as to what equipment they should exact in each case?—It would be absolutely necessary to lay down rules. But after all no rules for the guidance of officers are sufficient by themselves. The great thing is to get men who are capable of working the subject, and give them their rules: but the work should be their work. *Solvitur ambulando.* I have not found a practical difficulty arise in the inspection of National schools.

2714. But it would be necessary, would it not, to lay down certain rules as to the requirements they should exact?—Yes.

2715. And that would apply to the small and large schools?—Yes; but there are a number of conditions you could not lay down in the small schools at all, that would do in the case of large ones, as, for instance, that they should have so many teachers, or a teacher devoted to a certain subject, such as French or anything like that: you cannot lay down for schools that are poor and remote the same conditions as for others.

2716. I understand you don't approve of the system of allowing pupils to retain an exhibition from one year to another?—That part of the report is the opinion of people whose opinion on such matters I greatly respect. They think that the prize should be for the year's work, and that when under the present system a student has won a junior exhibition his incentive to win a middle one is lessened. I think the object of giving it originally was to enable the student to continue his education, and as you have it now an exhibition in the Junior leads to the child going on to the Middle. Test it in this way. Look through the list and see how many Junior exhibitioners have not got exhibitions in the Middle. You would have that amount of money available to give fresh exhibitions in the Middle; and these would be distributed not all over the list but at the top of the list. I think that is Dr. Crawley's view.

2717. Now, there is only one other point on which I wish to detain you, and that is the programme for girls. I understand from this paper that those who join you are of opinion that the programme for boys and girls ought to be as it is now, the same?—That is the opinion of us all from the experience we have had of it. There are certain things that girls are supposed to learn more than boys, but for the purposes of education we don't find any real difference. The papers given to the girls test the boys' knowledge well enough in arithmetic and such things. Well, with regard to boys' subjects, such as Greek, comparatively few boys take it now, and the girls don't take it, and there is nothing more about it. Music is another subject for girls, and one extraordinary thing is that botany is given to girls only. We think it is only a branch of natural science and that the whole subject should be open to both. For commercial purposes the course the boys get suits the girls extremely well who are going in for teachers and for Civil Service.

2718. But supposing we were laying down a programme simply for girls, do you think the programme we have adopted, not applied to the subjects but the number of marks, would suit?—The distribution of marks would be different. I don't say the subjects, but the course would be somewhat different, and in the result they work out the same. But on the other hand there is no doubt that female teachers and students both are complimented in a way by having the same courses as the boys, and doing well on them.

2719. You are aware that, at present, they don't compete with the boys?—No; except when the results come out.

2720. And there is no comparison of their doing as well as the boys?—Oh, I think there is.

2721. If they were, would not the results, taking it all round, be very disadvantageous to the girls?—Oh yes, when competing with the boys, and I don't say they do. But the only result would be to alter the subjects in the curriculum or the relative proportion of the marks, and in the end it would tell equally all round. But at present we find it works quite well.

2722. You have spoken of the girls' schools that are under your management, but I suppose you are aware that a very large proportion of the girls' schools and managers in Ireland take a widely different view, and consequently don't present their pupils under the system?—I will tell you what I am aware of. I have been in a great many convent schools, and I am aware that, whether from prejudice or otherwise, at first a great many of them did not send up their pupils for the Intermediate, and did not prepare for it. I do know one Order, the Loretto Nuns, who did from the commencement; one of the best Intermediate schools for girls I was ever in was a school of that Order. I found a lady there teaching her Intermediate class, and she spoke to me in the most enthusiastic way of the effect of the introduction of this system, as she put it, on her own life and the life of the school. She said, "Nobody would have thought ten years ago of my being teaching Shakespeare here," and the teaching was as good as it could be. I think if you look at the results for the last few years you will see that in Dublin alone there has been very recently established a college school that has run up to the front by taking advantage of this system, and therefore I attribute to a very great extent the abstention from taking part in this to a prejudice that I cannot agree in. But I would like you to test it by looking at the result of those schools that have taken advantage of the system, many of them from the very commencement.

2723. Might not the results you have alluded to be quoted in exactly the opposite direction, showing that

where the schools did take advantage of it and their managers thought it admissible to do so that the teaching in those schools was quite equal to the teaching in other girls' schools, and consequently their abstention from joining the system was not due to any inferiority in the teaching but rather to their opinion that the programme was one not desirable for girls to pursue?—That is a very difficult question that can only be dealt with by people who know the circumstances. I know one instance of a very important set of schools where the slightest alteration in the schools cannot be made without an authority, that is not to be found within this country, in fact, the head who has the control of the whole matter is in France. No system of examination you can establish is capable of being worked along with that. They think their system the best, for all I know it may be, but if they don't wish to take advantage of the other system, I don't see that it is any hardship that they don't.

2724. Does it not come back to this, what change is to be made, would you alter the subjects or alter the marking or both?—I suppose the change that would be made would be to alter both to a certain extent, but especially to alter the marking.

2725. I think you admit that if we were starting the system solely for girls and had no contemplation of boys joining in it that the system would not be exactly as it is and it certainly would not be marked the way it is?—The system would not be exactly the same as it is, but the working of it in the end I think would come out almost the same, there would be differences in the relative weight of the subjects and there would be differences in the subjects themselves, that is met now by girls not taking subjects they don't want. But there is one thing that lies at the bottom of it, that is, the suggestion that there ought to be, for girls, introduced into the system some recognition of needlework. I believe that is not part of Intermediate education at all, and I don't think it ought to be, and I don't think the people that teach needlework as a rule can teach literary things or care about them, they more or less despise them.

2726. Rev. Dr. Todd Martin.—On the question of schools running into grooves I think there is some confusion as to what "groove" means. It has been spoken of here not in relation to the commercial side so much, as a groove in some particular subject such as Latin or Greek, that is the school being driven into a particular groove in teaching. I think that is a question which has been raised here by the quotations which have been read to you?—From that point of view I certainly think a great many of the examinations have had the tendency to run it into a groove, particularly from having the courses learned off by heart, but the only cure I know of for that, or that we have to suggest, is in the framing of the examination papers.

2727. You have given us a very careful arrangement throughout the three grades for the two courses in regard to marks, on what principle have you given the varying weight to the different subjects?—I should say one thing to begin with, the numbers that were produced at the bottom of these are very large, 7,600; some people appear to think that the recommendation of these numbers implies that the course is too large, but the numbers are only symbols of proportion, they are nothing else. The general principle we went on is that there ought to be in each course—first I take the university course—that there ought to be as a compulsory subject English and a second language, either Latin or French, and arithmetic or Euclid or algebra, some one compulsory mathematical subject. That there also ought to be an option to take a second language in addition to English, and to take a second mathematical subject in addition to one already taken, but not to take either two additional languages, and two additional mathematical subjects, or to take *vice versa* two of the additional mathematical ones. Having got the figures for these we then thought that there ought to be at least the power in every case to take drawing. Drawing is the foundation, in our opinion, of all this technical knowledge, and it is also an accomplishment that is absolutely useful for both a classical and a scientific child, that ought to be capable of being taken in every case. Then there was the small subject with 300 marks of shorthand, which we find for commercial life most useful, and for all literary men useful—I wish we learned it ourselves. That is the basis on which we went.

2728. I was thinking rather of the weight given to special subjects in the different courses?—If you will take the Junior Grade.

2729. Any illustration will do?—Perhaps the Preparatory would be the best of all. We thought that English, which includes all literary and historical knowledge of our own country and tongue, ought to be larger than any other in the first two grades, in fact in the first three grades. We thought that Latin ought to have an additional weight to any other second language because it is the foundation of the others, the most difficult to learn, and also most useful; and then we placed on the same basis of value and importance Greek, if it was taken more or less as an accomplishment, and French and German; those stood in the second grade after Latin. When you come on to the Senior Grade Latin would naturally fall off to be only equal to Greek, because you are supposed to learn Latin first and then take up Greek.

2730. There are two considerations, first the difficulty of the subject, and secondly its value in that particular course?—We thought there was the third consideration, the inducement that ought to be offered, by the graduation of marks, to teach it.

2731. That would be relative rather to its importance in the course?—It is relative to its importance to life, and to education, and in that view we thought English stood first, and of languages Latin came next in the earlier grades, and the three others, Greek, French, and German, might come together.

2732. You would separate the two courses completely?—After the Preparatory Grade.

2733. You would not consider it advisable for instance to have, in the same school, French taught to both the commercial and grammar school students in the same class?—French would be properly taught almost altogether in the same classes, that is all that is really common, the knowledge of the language would be taught together, but I should hope that in all large places the schools would naturally divide themselves into classes. That schools of the type of the Christian Brothers' schools would take up the commercial course, and that schools of the strictly university type would take up the other course, and that in large schools that had to prepare for both, they would have separate classes for each; then there would be the difficulty in small places where they have not the means of dividing, the unfortunate masters would have to do the best they could—and wonderfully well they do—in trying to carry on both at the same time.

2734. Would there be any difference in the French taught in those two schools?—I believe that not only would the thing itself be different, but the method of teaching it different. For English, what I may call the marketable value for a boy going into commercial life, is in *precis* writing and copying maunscripts, and the weight of handwriting is different. And the commercial French that is to be used by a boy in an office is a thing that a classical French scholar would not be instructed in. I am not speaking so much from personal knowledge, but what I am told. They

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all say that what is wanted in commercial life is different from the other. We have given arithmetic a higher number of marks than Euclid, for example, and we have graduated the other subjects in the same way, arithmetic, algebra, and Euclid. In the university course, we have tried to place them on a sort of equality. I may tell you, amongst other suggestions I see you have got you will find a suggestion that the same weight should be given to what is called natural and experimental science as to Latin and Greek together. I cannot agree in that sort of thing.

2735. Dr. BARKLEY.—We have got a return from the schools of the number of pupils attending; the three schools you have mentioned in which you have some interest are included in that return. I wish to ask with reference to the two Masonic schools where the numbers given are 81 in one case and 104 in the other, do they include a primary school as well as an intermediate side?—They do not, every child has to receive primary education as well as the other, but the school, as a school, is an Intermediate school. All the girls, and the boys too, in the earlier classes have to learn reading and writing, but the school is not divided.

2736. I see you admit children from the age of 8 up; that is of course before Intermediate education begins?—I don't admit that. My point is this, that primary education, in the strict sense in which we use it, means the whole of the education that the pupils who get it ever receive. Intermediate education, similarly, is the whole of the education they receive up to the end of their school days, but it must include the original imparting of the rudimentary knowledge which is primary education to others.

2737. I don't want to find any fault with the returns we have received, but what I wish to know is what proportion of your numbers would be preparing for our examinations?—That I can tell you, and how they are selected. All are sent up for your examinations that turn out to be fit for it, speaking roughly about two-thirds of the whole number. The circumstances in which they come in are very various, they are elected by a sort of public election every half year, they must be within certain limits of age, sometimes they come in just before 12, sometimes they come in just after 8, they come from all parts of the country, some know nothing at all, and some have been at good schools.

2738. That bears to some extent on the question of admitting over-age pupils; at present we have a rule under which we admit over-age pupils for all grades over the Preparatory for one year after the prescribed age. I think the paper containing your recommendations does not contemplate our admitting any over-age pupils?—It contemplates your admitting over-age pupils with the others. If you look to the proportion of failures among the over-age pupils, it is always very much larger than it is among the rest, and their numbers are very small. What we think is this, that if you would allow the ages to overlap in each of these grades, then you would really have an over-age system without the present objection to the over-age system, which more or less puts them into an inferior class.

2739. One point that has been put before us is this, that in the country, not in towns, boys leaving National schools very often begin their Intermediate education at such ages as 14 or 15, and that if those boys are boys really of good natural parts, it is desirable to give them an opportunity of going through an Intermediate course even though they may get no prizes or exhibitions?—Our experience would rather be that it is not advisable, it is not a real kindness to them. We find that children who come to us at 12 are much more difficult to work up to the literary knowledge than the others, a boy who from any circumstances has been prevented from commencing his Intermediate education before 14 is really turning his qualities to very dubious use in taking it up then, the very clever boys will have emerged long before that, you will find that is proved by the experience of the Christian Brothers, where a process of selection is carried out with very great advantage.

2740. As regards the Molesworth-street school, is that principally a commercial school?—That, in its name, is an Intermediate and commercial school, and our master there says—his experience is probably not so large, but nineteen boys passed out of a school of 125—he says that for the boys who are going for commercial life the Intermediate course is not suitable, taking them at the age he does, and that would rather corroborate what I said already, that the encouragement of boys to begin their Intermediate course at 14 or 15 is not a kindness, it rather encourages them to do what is imprudent.

2741. I see in the case of the Masonic Schools you don't ordinarily educate them beyond 16, though in certain cases you may give them a year or two extra. Is not one result of that that hardly any of them can go on to the Senior Grade?—No, that is not the result of it, the rule is that every child has to leave the school at the end of the half-year in which he or she attained the age of 16. If we were to teach them, as a rule, the Middle Grade and Senior Grade course, we should have to incur an immense deal of additional expense in providing a further staff and we would have to give a more advanced teaching, and we find it is far cheaper—not to put it on any lower ground—to send them somewhere else when they are going on. The very clever boys and girls stay for a year or a year and a half to help, a sort of pupil teacher's arrangement. But our usual course is to pay their fees for them and send them to another school. We try not to do the work of a superior school, because it is better done elsewhere. We have sent some girls to Miss Mackillip's, in Derry, and the Alexandra College, and Mrs. Byers', in Belfast.

2742. We have had a definition suggested of an Intermediate school that it ought to be a school providing for teaching throughout the course from the beginning to the end of the Senior Grade?—I agree that a school ought to cover the whole period, but it ought to be a little more of a school course and a little less of an advanced course at the top.

2743. I suppose if you found the case of a boy or girl likely to benefit from a university course, and to whom it was desirable to teach Greek or the higher mathematics, you would provide for that by sending them to another school in the way you do with these pupils that you keep a year or two extra?—That is the only way it could be done, we have done that at the King's Hospital. A boy from the King's Hospital got the Madden Prize, and another boy got a senior prize, and they learned their Greek after hours, and with the help of a teacher after leaving. As a rule a boy that is clever will be able to add on these other additional subjects without much labour, but the school cannot teach them without great expense.

2744. I see on page 263 there is a suggestion that the University course in the Senior Grade does not fit in very well with the matriculation course. I don't know whether you are aware that we entered into an arrangement with the Royal University by which our course in the Middle Grade on the grammar side should as nearly as possible correspond with the course for matriculation for the university in that year, so that it is really our Middle Grade rather than the Senior that corresponds with matriculation?—That is one of the things that strengthens our argument that the Senior Grade is too high. If the Middle Grade is

on a level with entrance to the university there ought to be nothing beyond that, and the Senior Grade is a storey higher.

2745. The Senior Grade is taken by students aiming at entering the university with honours, and it is taken on the girls' side by a much larger proportion than on the boys' side. Is there any objection to having a grade which will provide an honours course for a boy entering the University?—There is no objection, but I don't think it ought to be the entire scope of a whole grade. The only thing I see that lowering the grades by one year, which is what we advocate, would amount to is this, it would prevent a certain limited number of distinguished students from getting a substantial prize which they now get really beyond school education. I believe that if instead of giving it to them beyond school education you gave it to them at the top of it, in the Middle Grade, they could use the money you gave by paying for getting what they get elsewhere, and you would give an advantage to a much larger number than you do at present. If you count the number of senior exhibitions in comparison with the number in your whole system it becomes infinitesimal, and trace what becomes of them, I think you will find that the great majority, if they had got into the same position a year sooner, would really have been employed a year sooner at what they have now gone to. They spent a year in earning £50.

2746. The Senior Grade, according to your view, should approach to some extent to our present Middle Grade?—I think so, divided in two, and adapted in the case of the grammar course to be the completion of the education of the student—by education I mean all that goes before their business in life, and in the university course bringing it up to the point at which they would begin specially to prepare for the university or Civil Service, or all those other examinations that await them in their subsequent days.

2747. In this paper, at page 269, there is a suggestion with reference to the Preparatory which I am not sure that I understand. It apparently contemplates giving a prize to everyone who passes, or as an alternative giving a somewhat larger prize to everyone who passes with honours?—That is only a mere suggestion, we don't advocate it with any force at all, it is only if you thought it necessary under your Act of Parliament to give prizes, because you will observe it is one of the things that is in the Act; if you abolish competition you would be obliged to give it to everybody.

2748. The Act does not oblige us to give prizes in four different grades?—I speak with experience of the feeling of children, and I know that a very small prize given to everyone who got honours would be a very useful thing, but it is not an essential thing, and it is not to be compared for a moment to the importance of getting rid of competition in that grade.

2749. You would scarcely say it ought to mean £5 all round for everyone who got honours?—I would not.

2750. You referred incidentally to the arrangements made in a particular school for testing the religious knowledge of the students. It has been suggested to us that we ought to have the power—we haven't it under the present Act—of examining on religious knowledge under certain restrictions, so that the results ought not to depend on that, but that we ought to have power to award passes and honours. Do you think it desirable to have the Act amended to enable us to do anything of that sort?—The Act positively prohibits it at present, and I think it would be an almost fatal thing in this country to allow the subject to be brought in at all. What has happened in reference to that is, I think, a strong instance to show not only the wisdom of leaving it out, but that nothing is lost by it. In the church to which I belong there is a complete organization for the religious examination of all the Intermediate schools throughout Ireland. You may have seen one side of our newspapers the other day filled with the results from all Ireland, they liked the publication of the results of the Intermediate so much they followed it; the examination is done by ministers of religion, and our people are very squeamish about allowing anyone else to interfere with it. We have a number of Presbyterian children, and they have their own examinations, and we have a certain number of teachers who are able to teach them. They get their prizes, and I don't see any object to be gained by getting the State in to aid. As regards the other church, you have members of it on your Board to answer for it, and I think they would rather look after it themselves than allow anybody else to come in.

2751. You have spoken about complaints about inexperienced centre superintendents. I have heard complaints made by certain superintendents against the schools in which they were examining. In some cases they say the order and discipline in the schools are excellent, but there are other cases in which they say that the schools have laid down rules that all the children must remain in for the whole three hours of the examination, whether they have done all that they can before the end of the three hours or not, and the centre superintendents complain that it is difficult to keep order because the children who have finished their work are likely to disturb the children who are at work?—It would occur to me that any school that made a rule of that kind had no power to do it. The way we regard you when you arrive at our place is that we have no power to interfere with you at all. I think the centre superintendent should compel a child when he has finished to leave.

2752. Rev. Dr. SALMON.—There would be the danger of his taking out the paper with him?—If he did, I don't see that he would be doing any harm.

2753. Then there would be the danger of his bringing in the paper again?—Oh, going out and coming in again should not be allowed. The control of your centre superintendent over the most private school in the country is as complete as if he was conducting the examining in a public hall. You even send your own desks, which we found so useful that we bought some ourselves of the same kind.

2754. Most Rev. Dr. WALSH.—You were asked some questions about the system that has come to be known as "cram"—do you not think that, taking "cram" in the sense in which it has been used here once or twice to-day, there are certain advantages in making a small amount of cram a portion of school education? I speak of the getting up of knowledge for a particular purpose, such as an examination, in matter that is not to be held permanently by the memory—is not that a useful thing in its way?—I was never able to join in the universal denunciation of cram, for two reasons. In the first place I quite agree with your Grace that a great deal of knowledge can only be acquired by cram, and, what is more, what you want is to be crammed. And also for this, that I don't think it possible to teach any subject without some cramming.

2755. What would be objectionable, I take it, would be, if this system of cram permeated the whole teaching of a school, or the whole teaching of a subject, from beginning to end, if the whole thing was got up merely for the purpose of passing an examination, that would be decidedly objectionable?—As far as I understand it, the objection is not so much to its being got up for the purpose of passing the examination, because if the examination was a good test that would be a good purpose, but it is because the particular scope of the examination is so limited that you try to

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prepare the person in that particular branch or department or sub-division of the subject, and you do that without teaching him the whole subject.

2756. I take it that in your own profession it must be a very useful accomplishment—perhaps accomplishment is not the word to use—it would seem to me almost an essential condition of success in a lawyer to be able to get up in a short compass matter which will be of use to him for perhaps twenty-four hours, and never will be the slightest use to him afterwards for the rest of his life?—It was only when the Chief Baron was speaking that it occurred to me that he and I had spent a good deal of our lives in cramming between eight o'clock in the evening and some unknown hour in the morning facts that we got rid of next day, and if we had retained them it would have incapacitated us for anything else. The power of discharging your mind of knowledge hastily acquired for a particular purpose is as absolutely essential to the carrying on of the business of a hard-working lawyer as the power of assimilating facts quickly when he wants them. I can assure you that within twenty-four hours after knowing a case from beginning to end, and every authority connected with it, I would sometimes not be able to remember even the name of it.

2757. As to publishing the results, or, at all events, making known the results, it is to some extent not only useful, but you would say almost necessary?—I think the publication of the results to certain people who are interested is essential, and I don't see how you can avoid the consequences of that, and I don't see that they are mischievous.

2758. But what is useful in reference to the publication is that the results should be made known—and made known with every possible minuteness of detail—to the particular students concerned, and to the particular schools concerned?—Certainly.

2759. Possibly we might not be able to prevent these details from afterwards getting into the hands of the general public, but that, I take it, is no concern of ours?—It is no concern of yours, and, further, I know, as a matter of fact, that those very details are canvassed in every school in the country, not by mere newspaper readers—I am not finding fault with them if they take an interest in it—but the teachers themselves, and the managers of the schools, are able to learn things about their own schools by comparing their results with others.

2760. You gave a case of a young lady who failed in some subject—arithmetic—and your opinion was that she failed on account of the unduly high standard of arithmetic that year. Is it not a very awkward thing to have a system of publication which marks out a person—and perhaps unfairly marks out a person—all through life for having failed in a particular subject? Can you see any way in which that can be avoided consistent with our present system of publication?—In that particular instance it appears to me to carry its own cure with it, because she was able to show that nearly everybody else did the same.

2761. But she might not have been able to show that?—If so, it would have been her misfortune, and it must be for some other reason. I would say from your examinations that the results, as a rule, have been what we expected; the standards have not been the same, but the relative positions of the pupils, as a rule, almost universally have been.

2762. Is it the opinion of the teachers in your school that from time to time the examination papers are not satisfactory?—Yes.

2763. Unduly severe?—Not only unduly severe; sometimes unduly easy. For example, I think such a thing as 90 per cent. passing in such a subject as French in the same year in which 12 per cent. only passed in arithmetic showed that the French marking was not useful for differentiating the credit. It is relatively just as unjust to a boy who is entitled to 100 marks that every other boy should get 98 as that nobody should pass but one or two.

2764. A suggestion has been made that it might be of advantage to have two classes of exhibitions in each grade, first and second class exhibitions, in order that there would not be too sudden a break between the last successful competitor for an exhibition and the first unsuccessful competitor; do you think that would be a useful principle to introduce?—It would be a very great advantage; in one of the cases I gave you there, the difference between an exhibition and no exhibition turned on a failure to pass in the particular subject of arithmetic or algebra.

2765. I could show you a case in which it turned on two or three marks difference?—Oh, of course, there always will be a break.

2766. It would be desirable to minimise that inequality?—I think so certainly. You have in the Royal University first and second class, I would go even so far as first, second, and third; and above all things to give distinctions in particular subjects more liberally than is done at present.

2767. In special subjects?—Yes, every subject, that will go a long way towards encouraging a thorough knowledge of particular subjects, which is one of the things I understand you wish to do.

2768. The only other subject I wish to ask you a few questions about is this matter of inspection and the *viva voce* tests of the students. On a page of your printed answers, which has been very often referred to, page 271, there are two proposed new rules carefully drafted, each of these beginning with a statement that a certain thing is required as a condition precedent. Now, as we are not all lawyers, perhaps it might be well for you to state explicitly what kind of necessity is implied in that wording, making a thing a condition precedent?—The real reason for introducing that word was that the word "condition" is in the Act of Parliament, and as far as it is a legal expression, the only legal way that I, for one, thought that the thing could be done would be by making it a condition. We inserted the word "precedent" also to emphasize this.

2769. I fear the emphasis may not be fully understood, it means, first of all, absolutely indispensable?—Certainly, but in another way also it is important that this qualifying the school, as it were, to take results fees for these particular subjects should be ascertained once for all before the school sends up candidates; theoretically what you want is to make sure that the school is capable of teaching these things properly, and therefore if you were to allow pupils to come up first to be examined and when they got marks, or deserved to get marks, you disqualified them afterwards by a sort of condition subsequent, it would be most unjust to them and most unsatisfactory. It would be in every way wrong, and therefore the idea was that the Act of Parliament intended that you might prescribe beforehand what should be complied with, and if it was to be done, it should be done by satisfying yourselves that the school was a good school in that subject. I certainly would not bring that into marks afterwards. I would like this oral business to be addressed to finding out that there is really good teaching.

2770. You mentioned it as required to ascertain the adequacy of the methods of teaching, that is the first point; secondly, to ascertain that the students get the power of using orally the knowledge they have acquired; and also that there should be a sufficient apparatus and equipment?—For those subjects that require it.

2771. You are aware, I take it, that in the Welsh Intermediate system, which was established under a recent Act, inspection combined with examination is absolutely insisted upon?—Yes.

2772. I should like to read this for you in detail—it is a paper in one of the important volumes recently brought out by Mr. Sadler, of the English Education Department, and the different heads of inspection insisted on in the case of Wales are set forth in detail. First, the school must be found efficient as regards instruction. You go that length?—Yes.

2773. Second, the school premises must be healthy and suitable for the purpose of an Intermediate school. In so far as that regards the educational portion of the work, am I to take it that you accept that condition also?—It may work cruelly. I have seen a Christian Brother teaching 90 boys in an Intermediate class in a temporary wooden building; it was awfully over-crowded. It was ten years ago since I was there, and I was very glad to see that that school is now earning large results fees, and I presume has got a proper building. You would find it hard to refuse results fees because the buildings were inadequate.

2774. We sometimes at the National Education Board give a qualified recognition of a school, where there is a difficulty in at once providing a proper building?—Yes, I mention that case, to show that you cannot lay down without risk of injustice that no school is to get results fees that has not proper buildings. I would not allow children to go to schools and pay fees where there was danger to their health.

2775. There should be what the Intermediate Board would consider suitable provision under the circumstances?—Certainly, in the National Board, your Grace knows there is power to make a grant, and the pressure put on there is that the grant would be withdrawn from the school if they don't apply for a building grant.

2776. Sometimes, too, there is a difficulty in getting a site, or a difficulty in getting a grant from the Treasury, and we allow the matter to go on?—Yes, you could put pressure on them in many ways.

2777. Then the next point in this Welsh system of inspection of Intermediate schools is this: "The school must be supplied with furniture and suitable apparatus?"—Yes.

2778. How many schemes were drawn up by your Endowment Commission; there were about 200 schemes?—219.

2779. And as a rule you inserted a provision for inspection in all these?—Yes, always.

2780. That inspection is held under the authority of the Lord Lieutenant?—There was a provision in the Act of Parliament that there should be an inspection, but the inspection is principally confined to seeing that the provisions of the scheme are observed, they have no power to meddle beyond that, practically if the scheme is not attended to they report to the Lord Lieutenant.

2781. But you are clearly of opinion that we should make this inspection, to the extent you have described, a condition precedent to making any grant to any school?—The condition precedent is to see that the school is capable of working, and is working, as an efficient machine.

2782. And that could only be done by an inspector, or to use your own word, visitor?—We use the word visitor. No school that I am connected with would object to having all the children examined by a person coming in. I don't think it would do any good, and some people might object. I mean a visitor who would visit the school in the legal sense, without a visitor's powers.

2783. You insist that the words "adequate knowledge" imply a sort of knowledge that, in some cases, cannot be ascertained without a personal visitation of the school?—I think so, that is from the nature of the subject itself.

2784. Now the words in the Act are very strong. "No candidate shall be allowed to obtain a pass unless he satisfies the examiners that he possesses an adequate knowledge." Would it not follow from your view that not merely is it competent for us to hold this sort of inspection of a school, but that the Act binds us to hold it?—It binds you to satisfy yourselves.

2785. And there cannot be that reasonable satisfaction unless we have a personal inspection or visitation of the school?—I do not think there is evidence at present that ought to satisfy a man that everybody that gets results fees in French, for example, has an adequate knowledge of that language.

2786. So if we were brought up before you, you might perhaps hold us guilty of violating the law?—No, I would not, because you probably would tell me you were satisfied, and I could not go beyond that. I only say you have the power.

2787. I observe that in all the recommendations you put forward, you have confined yourself strictly within the existing Act?—Yes.

2788. So in recommending inspection you are clearly of opinion as a lawyer that we have power to appoint inspectors?—That you have the power to make the inspection we suggested, but we have limited that.

2789. Mr. Justice MADDEN.—You cannot make an inspection without inspectors or visitors?—There is one thing that I am clear about, that you could not at the present moment lawfully make any payment whatever except on the result of the examinations; but you can make it a condition precedent to making that payment that the school shall be of a particular character.

2790. Most Rev. Dr. WALSH.—I observe that in your printed evidence, page 271, you suggest two conditions precedent. I have asked you about one, I must now trouble you with reference to the second. This other one is in reference to prizes. It is that, as a condition precedent to awarding any exhibition, medal, or prize, the Board may require an oral examination?—Yes.

2791. To what extent do you think this oral examination should be held—you explained this before, but I did not quite follow some portion of your explanation. First, your recommendation is confined to certain subjects?—Yes.

2792. How many of the candidates should be brought up for this oral examination, and when?—Theoretically speaking, it would be necessary, to comply with this condition, that they should all be brought up, because the condition is one which applies to those subjects in which the proficiency, in the judgment of the Board, cannot be adequately tested by written examination. Speaking for myself, I don't think there are any such subjects. I mean to say that there is no subject in which the adequacy of the knowledge could not be tested by the preliminary inspection of all the students and the mode of teaching that I hold to be essential; but, speaking for myself, I would not like to have the oral examination in addition. I don't think it is necessary, and I think the inconveniences are very great.

2793. I observe you say, "The Board may require?"—Yes.

2794. You say the result of such oral examination shall be taken into account in determining the merit of such students: I take it you don't contemplate ten marks being given to one candidate for his oral examination, and twenty to another, so that the difference in the marks gained at the oral examination would affect the result of the competition?—If the oral examination is to be established, I think it should affect the result. I would rather try to make sure of the adequacy of the teaching, not by oral examination to give marks at all, but by oral examination of the pupils in the school, as part of the inspection of the school; that would not be an oral examination of the individual students for marks, but an oral examina-

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tion of the school and its methods. If you did that, though I have difficulty about this other for examination prizes, it certainly would be satisfactory that a boy should be able to get merit marks for being able to pronounce French better than another.

2795. But there might be great difficulty in working it out?—The practical difficulty I am not able to solve.

2796. But as regards the other difficulty, the visitation of the school, I was glad to hear you say you do not think the religious difficulty would be a serious one in inspection, or visitation, let us call it?—I do not. The Science and Art Department carry it out; I never heard of any difficulty. And my National Board experience, I believe, would agree with that of your Grace, that the difficulty, when these cases arise, is never complicated with any difficulty about the religion of the inspector.

2797. Of course in the case of the ordinary National school the grant goes on the basis of results examinations, and the religious difficulty would hardly come in. But there is one case where it might be supposed to come in—there is a capitation grant by which convent schools get 10*s.* a head, and it depends on the report of the inspector in each case whether there shall not be a further grant of 2*s.* a head, a merit grant of 12*s.*, and that depends altogether on the report of the inspector; yet you never in all your experience heard any question raised of the system not being properly carried out on the score of partiality one way or the other?—I never did. But the cases that ordinarily arose were cases of fault-finding by the inspector with the school, in those cases we have over and over again had an appeal and a request that a head inspector should be sent down.

2798. But I am speaking of the ultimate result?—I never knew the result of the thing turn on religion.

2799. In the case of this inspection or visitation that you have been contemplating, the thing to be dealt with as a unit by the inspector is not each individual pupil, but the school as a school?—The school as a school, with respect to the pupils that are intended to be sent up, because nearly all these schools contain a number of children not intended to be sent up.

2800. Suppose a person happened to be appointed an inspector who ought not to have been appointed, and who allowed his religious prejudice to influence him, there might be room for such prejudice if the unit he had to deal with was the individual pupil For instance, if I went as inspector to that very efficient school you have been describing, or if you went down to Clongowes, it might be said that there were three or four boys that you in your inspection, or I in mine, were too severe on, and struck off unfairly; there might be room for that being said. But is it not altogether different in the kind of inspection that you have recommended: suppose I were to go to your school and say, "This is not an Intermediate school at all," or you went to Clongowes and said it was not an Intermediate school, and struck it out, I suppose our career as inspectors would not last long?—I don't know.

2801. Can you conceive a person so influenced by prejudice as to strike off an existing successful school?—No, those are easy cases; but the decision would be that the school was not to get the recognition, or it might be that they were to get some new teacher instead of some old one.

2802. But, as regards partiality, or the suspicion of it, there is the greatest possible difference between the two ways of working: dealing with the school as a unit, or dealing with all the individual pupils, each as a unit?—That is really where I think our experience on the National Board is in favour rather of there being no difficulty on this point. Our experience is that the cases in which the report of the inspector has been challenged by the manager of the school have generally been cases in which the inspector and manager were of the same way of thinking, particularly amongst Protestant denominations, where there is a sub-division of that sort, it has arisen, and I have known cases myself in which the manager of a Roman Catholic school has asked me to see when the appeal came on that the inspector that should be sent should be a Protestant and not a Roman Catholic, on the ground that there was an idea of a prejudice amongst inspectors against monastery and convent schools. A nun once said to me, "A Protestant inspector is always easier on us than our own inspectors."

The witness withdrew.

The Commission adjourned until the following morning.

SEVENTH DAY—FRIDAY, JANUARY 20TH, 1899.

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

Reverend N. J. BRENNAN, C.S.SP., B.A., President, Rockwell College, Cashel, examined.

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2803. CHAIRMAN.—You are President of Rockwell College, Cashel?—Yes.

2804. You taught for four years in Blackrock College before the Intermediate system came into operation?—Yes.

2805. After that you had four years study in France?—Yes.

2806. And, after that, eighteen years teaching under the Intermediate system in Blackrock and Rockwell Colleges?—Yes; and I might add that I spent one year in Trinidad as Principal of St. Mary's College, which is worked very much on the same lines as the Intermediate; but reasons of health compelled me to return.

2807. In your opinion, has the practical working of the Intermediate Act been to the advantage of education generally, or to its disadvantage?—Most decidedly to its advantage.

2808. Have you observed any disadvantages or imperfections in it?—Well, the disadvantages and imperfections that have been generally represented as existing in it are the two that have come very prominently before the Commission—viz., the reading of languages and the teaching of science. With regard to the reading of languages: of course, a great deal has been made out of the fact that some boys are not able to speak French; but it was observed yesterday that the fact of being able to write it, and being able to read it from a book, without being able to pronounce it well, are two decided advantages which of themselves have a value. In addition to that, there is the advantage of being able to speak and use the language as a spoken language; and that is possibly a defect which exists in some schools, but which does not exist in the school that I represent.

2809. It is not about the defects in the school that you represent that I want to ask you; it is about the system generally; and, therefore, we must have the benefit of your opinion as to the entire class of schools that come under the operation of the system?—Yes.

2810. Have you observed any other defect or imperfection in the working of the system?—There is the other defect, of course, that has been mentioned, and I do not know—just as in the other case—to what extent it really exists, and that is that the teaching of science is imperfect. It has been mentioned here that the decay or decline of science in the Intermediate has been a result of the Intermediate system. I would not say so. I think there have been cases—as Mr. Leebody has told us—that even in the Science and Art Department the teaching of science has declined in Ireland, and he alleges that one cause of that—whether a cause or a coincidence I do not know—was the introduction of inspection in that Department, which would, of course, if it meant anything, go to prove that the introduction of inspection would not encourage science in the Intermediate I do not consider that that is the cause. I believe that the real cause for the decline of science in the Intermediate has been, first of all, the introduction of a new system of marking, by which the boys were compelled to take a more limited number of subjects, and confine themselves to this limited number of subjects in order to score highly. That is number one. I also think, and I believe that it is the real reason, that the contracting or the narrowing of the maximum of marks from 7,000 to 6,500 in the Senior Grade, and lower still in the other grades, has had that effect, and I think the results of the examinations will prove it: for in the year 1895 there were 1,215 students of natural philosophy—in the following year, 1896, there were only 680. The inference is that there must be some cause traceable to that year for that falling off, and that is the cause—that is a tangible cause—that can be alleged, and, of course, the reason is obvious. But, again, between the decline of science and the introduction of the Preparatory Grade there might be some connection, but I really fail to see it, seeing that in the Junior Grade boys are obliged to take more subjects than they do in the Preparatory, and consequently if they so preferred they could have taken a science subject as their new subject in the Junior Grade.

2811. I observe in the paper that has been sent in by you and Father Healy and Father Fogarty, this statement—"Our experience of the working of the system fails to convince us that, in a school with a sufficient and efficient staff, carrying on their work judiciously on well-regulated lines, the education imparted under the system need be at all defective." In the case of schools that are not conducted upon the lines you mention is there not a danger that the education may not be efficiently conducted under this system?—Well, really it may be, but I think that any well-regulated and successful school must be carried on on that system, if it is meant to succeed at all.

2811A. Supposing it is not well-regulated and well-conducted, which is a matter that we cannot always ensure?—Then I think it can hardly succeed—or at least it cannot permanently succeed.

2812. In your opinion, has this system any tendency to induce the peculiar sort of teaching that is called "cramming"?—I should not think so.

2813. According to your experience it has not?—Certainly not. As Lord Justice FitzGibbon mentioned yesterday——

2814. I should prefer that you did not refer to the evidence of other witnesses. We want the benefit of your own experience, we have upon the notes the evidence of the other witnesses?—Just so. I just wish to say that the rules of the Intermediate and the examinations of the Intermediate are so framed and so conducted that the element of "cram" is

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reduced to the minimum, with the exception of the committing of English poetry to memory, and I think if that was excluded, or at least not insisted upon to the same extent as at present, the element of "cram," such as it is, would be reduced to the utmost minimum that could be admitted at all, because it is absolutely necessary to develop all the faculties of pupils, and the memory is the most important faculty to develop in youth, I think, up to a certain age, up to 12 or 13 years of age. But of course that memory must not be a mere mechanical memory, a parrot-like memory; it must have the development of the other faculties behind it or it is not education at all. I believe that with the present system, and the examinations as conducted now, the tendency to "cram" or the inducement to "cram" even, as a paying concern, is totally eliminated, except in the instance that I have mentioned.

2815. Have you any suggestion to make with the view of introducing *viva voce* questioning as to modern languages?—With reference to that, as we have stated in our written evidence, I think that the Act suggests that the Assistant Commissioners should, "when required, act as inspectors." It also empowers the Board to appoint "such other officers as they deem necessary for the purposes of this Act." Without new legislation, and without much expense, the Board might send officers to visit the schools, and to hear the students read aloud in the different languages. From the report of these officers the Board could gather authentic information as to the methods employed in the teaching of languages. If these methods are found to be faulty to any considerable extent, the Board might then seek powers to punish and correct defective methods and to reward good ones. The visits of these officers, even though their reports would not affect the results of the written examinations, could not fail to have a beneficial effect on the teaching of languages. That is the suggestion I would wish to make, and as the word "inspection" does not seem to find favour with some, as it is also connected with other institutions that are not quite on a par with Intermediate colleges, perhaps, we selected the word "visit," or visitors, whose duties would be well defined by the Board. The name, of course, does not matter much. These would be able to see, either as visitors or as inspectors, whichever you like to call them, the defects that are found to exist in the teaching of languages, as regards the pronunciation of languages. But then I should wish to add to that, that it is really impossible, I think, practically, to expect that all the Intermediate schools in Ireland, or colleges in Ireland, can procure the services of professors who are either born in the countries where the languages are spoken, or who studied in those countries, or who studied under professors who studied in those countries. Now, if that is the case, I think it might be rather a harsh condition to impose on the smaller schools without, at the same time, providing them with some means of improving their own pronunciation or their own methods of teaching, and, in that way, I would venture to suggest this—it is only a suggestion—I do not say we want it in our schools—I venture it as a suggestion—I do not know whether the Board could find a way to follow it out, but, anyhow, I throw it out as a suggestion—that expert linguists—one might do for the whole of the Intermediate schools in one language—one French, one German, we will say—should be sent round to the schools to give elocution lessons in those languages, and give the teachers, as well as the pupils, an interest in the pronunciation of them. If the Board could see its way to adopt that, I think it would meet a great deal of the difficulty or defect that is mentioned, and if something of the kind is not done, really I do not see how some of the schools in distant localities—I am not speaking for my own, but just viewing the difficulty in a practical way, I don't see how it might be possible for every school, every small school, to secure the service of teachers that are capable of teaching correct French or German pronunciation. In that way I think if the suggestion could be adopted—I merely throw it out—I believe a good deal of the defect could be well remedied, not only in the pupils, but also in the teachers. I would make the same suggestion in regard to science, as it comes on the same point, viz., that if possible something similar should be done in the science department. I know very well that it has been tried in some colleges, but on their own private initiative, lectures given, and displays of science, electricity, etc., given in a large school, both to pupils and to teachers, to the whole collection of the school, and it has had the effect of giving a taste for science not only to the students who were studying it and teachers, of course, but also to the mass of students generally. I believe that those two suggestions—that is if they can be carried out, if they are found at all advisable—*might* remedy in a considerable degree those two defects.

2816. We have wandered a little from the subject we were on. I was asking you as to inspectors or visitors—we will call these gentlemen by any name you wish. What action, in your opinion, should the inspector take at the school; what should be his duties?—His duties would be to inspect the merely educational portions of the college or institution.

2817. I do not quite understand?—I mean the study-halls—class-rooms.

2818. The structure?—The educational machinery.

2819. He would inspect the actual teaching; he would see the teaching in operation?—I should not say so; it would not be necessary.

2820. Then he would not ascertain the teaching efficiency of the school?—Oh, certainly.

2821. How is he to ascertain, in your view, the teaching efficiency of the school?—He could either do it in the way you suggest, which I would not care for, I must admit, or he could do it by going to a class or taking a grade, we will say, the boys of a single grade, and just taking them and making them read the language. I would not suggest that he should make them translate or do anything more than just what cannot be tested by a written examination, because a written examination efficiently tests all the rest.

2822. Do you think that would be a sufficient test of the efficiency of the teaching?—I should think so.

2823. Would it not be a very much better test if, in addition, he saw the instruction actually given to a class, and saw it examined by its own teacher before his eyes in a passage suggested by himself?—It might be, but I think that would give rise, or might give rise, to a good deal of what I should call "display." A professor could manage with a little diplomacy just to get out the very best boys of the class and make them show off, whereas if he has no choice in the matter the inspector may then drop on any boy, and he has the chance to go through the whole class if he likes, because, after all, to test the reading in a class you could examine thirty boys in so many minutes, or less, in the mere reading of the subject.

2824. You have mentioned the objection entertained by some to inspection. Do you think it is a reasonable thing that where a school accepts a State grant of money it should object to inspection on the part of the authority that provides that money?—I should think that within the provisions of the Act inspection is provided for or visitation, as it may be called, is provided for already in the Act, and according to the limitations of the Act I think inspection might be with advantage employed.

2825. What do you mean by the "limitations of the Act?"—That is that the inspectors or the visitors should satisfy the Board that there is efficient education given.

2826. Now, as to the *viva voce* examination you suggest of the students of the school. In your opinion ought that to be taken into consideration in ascertaining results fees?—No, except

as a condition *sine qua non*, and that you ascertain the efficiency of the school in points that cannot be ascertained by written examinations, and having ascertained those you must assume that the rest is all right.

2827. And if the school does not fulfil this condition *sine qua non* then you think it ought to be disqualified from receiving any results fees?—Not immediately.

2828. When then?—I would say that in that case directions should be given by the Board, and conditions specified which should be realised, and if the school neglects to fulfil those conditions after due warning in due time then I would certainly disqualify them in the subjects in question.

2829. If it was then found inefficient, give a caution, and if not improved in the space of a year or by the next inspection the ultimate sanction would be to disqualify the school from receiving results fees?—In that subject.

2830. Have you any suggestions to make in reference either to the numbers of grades or the limits of age in each grade; I think you say here that the minimum age limit for the Preparatory Grade having been raised to 13 years you think the grade may be retained with advantage?—Certainly.

2831. Have you any other suggestion to make as to alterations of the grades? Is the present number right in your opinion?—Yes. The only suggestion that I would add would be the permission to all students within the limits of 13 and 18 years of age to take two years in any grade that he chooses. I think that would be a very useful thing, because it gives latitude both to the boys and to the teachers to select the grade that he prefers to stop in for a longer time.

2832. And according to your experience that would afford a head master greater scope for the efficient education of the students?—I should think so.

2833. There are great differences in students of various ages?—Yes, certainly.

2834. And a school can hardly be conducted upon the strict limit of an entire class being of one age?—I think that limit or that suggestion would cover the difficulty.

2835. A suggestion has been made by Lord Justice FitzGibbon that the age for the Senior Grade, that is for students competing in the Senior Grade, should be reduced to under 17. Do you approve of that suggestion?—I should not agree with that.

2836. Will you kindly tell us your reasons?—I think first of all it would be a slur upon the Intermediate system to say that a boy will, say, leave the system only at the standard now obtained at the Middle Grade, because it would amount to that. If you raise the standard of the Middle Grade to the present standard of the Senior, and make the boys of 17 compete under that arrangement, you are doing them an injustice I think. Therefore I think it would be a bad, a very bad, move on the part of the Intermediate system to exclude from its working the boys included between the ages of 17 and 18 as at present, and if you do not exclude them then it would be an injustice to the Middle Grade boy at the present time to raise the standard.

2837. Certainly. Thus according to your view, Intermediate education has not concluded with the generality of boys when they reach the age of 17?—Certainly not.

2838. Especially for those who are not going to the university?—Certainly not, and boys can leave at seventeen years of age who want to leave at seventeen. There is no hindrance to them leaving at any time they choose. But I think it would be a mistake to exclude from the system the Senior Grade year at present.

2839. I think your attention has been directed to the examination papers from time to time?—Yes.

2840. Have you found any want of sufficient grading in those papers?—Yes, in some individual papers, but not in the papers as a whole. It happens, well, not in every year, but in some years, that one paper is a little out of the usual form. I may mention, in particular, the mathematics or the arithmetic examination in the Junior and Middle Grades of last year. They were generally found to be difficult. But I would not say that, speaking on the whole, the examinations have been in any way abnormal. There have been, of course, questions in individual papers that had better have been left out, but, taking the examinations as a whole, you cannot expect absolute perfection in them, and you must be prepared for these things in any human institution, and, consequently, the only thing that can be done is for the Board to do its utmost to exclude and eliminate such objectionable questions, or objectionable papers from the examination system.

2841. I have asked you that question with the view of leading up to another. Can you give any answer to the question of the best mode of meeting the difficulty of securing a proper gradation of questions for the various grades?—I venture to suggest, first of all, that there should be a very carefully selected choice of examiners, and that would mean examiners who are not only competent by their acquired knowledge to teach and examine in the questions and subjects, but also who have a very practical knowledge of the requirements and attainments of boys at the age in question, because very often a question is given which to a senior boy, or a boy of mature mind and judgment, might be very simple, but to a junior boy would be very difficult, and I think that in that way it is most essential that the questions in the different grades should be properly graded according to the age and the proper attainments that a boy should be supposed to have at that age.

2842. The present system of appointing examiners is that one examiner does not continue for more than two years in succession as a general rule. Are you of opinion that there should be a more permanent board of examiners?—I should think so, in this way—a board of examiners who would have for their function to check the examination papers set by the actual examiners, you see. I do not believe it would be advisable to continue the same exact set of examiners for a long series of years, because both pupils and masters would naturally become acquainted with the methods of examination of those particular examiners, and perhaps might profit by it. I think it is advisable and useful that the actual examiners of given years should not be continued too long, but, at the same time, I do think it would be very advisable that there should be a permanent staff or board of examiners that would have for object rather to act as a check on the actual examiners.

2843. They would not themselves set the papers, but would have a veto upon any questions that they deemed improper?—And also a veto in the manner of marking and on the severity of marking, because that comes into account too. On a very easy paper sometimes the marking would be very difficult or "stiff," and sometimes on a paper quite out of the usual range the marks are high.

2844. As to examiners, I think you make a suggestion that it would be advantageous if they or some of them could be selected from the teachers of Intermediate schools?—I should not say so.

2845. Do you not suggest that in your paper?—No.

2846. Then some of the other witnesses have, and I want your opinion upon that subject. In the first place, it seems to me that there would be an immense difficulty in obtaining persons of that class, because if they were efficient teachers they would have their own work to do, and we could not appoint any person who was either connected with a student who was going in for examination or interested in the school?—Oh, no.

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2847. And in the second place would it not rather have a tendency to lower the standard of examination?—I think it would both lower the standard of examination, and particularly it would undermine the public confidence in the system.

2848. You have made a recommendation in reference to the superintendents of the examinations?—Yes.

2849. Do you think that they should be persons who have had experience in the teaching and management of classes?—Well, certainly in the management—the management of boys.

2850. I have taken the words from your own paper, but I agree with you that it is more in the management of students the experience is required—that the superintendents should have had experience in keeping in order large numbers of students?—Yes; of course teaching is inserted here on the assumption that really you cannot acquire the power of managing them without having been employed in teaching.

2851. I do not know whether you have a distinction in your schools between teachers and prefects?—No.

2852. You know that there is that distinction in some schools?—We have, of course, prefects, but they are not exclusively prefects.

2853. In one year they may be prefects and in another year they may be teachers. Now I come to the matter of the division of courses, to which you apparently attach a great deal of importance, as I do myself. What suggestion would you make as to a second course, or if you think right two additional courses? You call it a "commercial" course, some of the other witnesses have called it a "modern" course, but it is practically the same thing?—Well, I think some scheme of this kind ought be adopted; but, of course, any scheme that is adopted for the grading of these classes or other programmes should be put in working order for a couple of years and then tested in practical work before being generally adopted. I mean to say, that no system proposed should be fixed as an iron rule until it is tested in practical working. Then, of course, year after year the results of this scheme and the opinions of examiners and of teachers on the scheme should be asked, and then the results of that experience would gradually bring the system into perfect order and put it into a perfect working plan.

2854. What is the system that you suggest?—I was venturing to suggest this. At the present time you have a Senior Grade consisting of—we will call it the University course—Greek, Latin, English, counting 1,200 marks each.

2855. I need not trouble you about the details of the marks. You would have one University course or a Grammar course?—Quite so.

2856. Then you would have another course—you call it a "commercial" course?—Yes.

2857. Would you have more courses than the two?—No, not as distinct courses.

2858. Now we begin at the Preparatory Grade. At what stage would you commence to separate the university course from the commercial course or modern course?—There is no reason why it should be not separated in the Preparatory Grade, because the branches that lead up to the one should begin from the foundation, I should think, and besides that, as a matter of fact, in the actual working of the present system you have a number of boys in the Preparatory Grade that do not take the Greek; they take other subjects which count as commercial, or whatever you like to call it, but in the actual selection of subjects the division is practically working at the present time, only it has not a distinct recognition as a distinct course in the programme, and there are disadvantages in that.

2859. Would your view be that each of these courses should, as far as possible, be equally weighted—that is, equally difficult—and that there should be equal rewards attached to them, both for the students and for the teachers, so that there would be no inducement other than the individuality of the student or his future prospects to adopt one in preference to the other?—I would put them on a footing of perfect equality. I would make a provision of this kind for perfect fairness. In the exhibitions it might happen that a very small number of boys might go for one of those divisions, and a very large number might go for the other. If you do not count the two in combination in awarding the exhibitions it might happen if you awarded the exhibitions in the proportion of one to so many that in the commercial course or in the classical course you might have a great number of boys getting exhibitions that would not be at all up to the mark of the boys not getting exhibitions in another course.

2860. Would you contemplate our retaining the provision that one exhibition only should be given for a prescribed number of boys that pass; do you think that a good provision at all? Would it not be better to award exhibitions according to merit?—No, I do not think so, for this reason, first of all—the present system has for effect to induce teachers not only to attend to the good boys, but to attend to the boys all round, for this reason, that the number of exhibitions depends on the number of boys passing, and I think that that is a rule that should be kept to in all the grades and in all the divisions, because if you do not keep to that you hold out a temptation to the teachers to attend only to the good boys—except, of course, there is always the temptation of the results fees. But, at the present time, the system is so worked that the teachers have as much interest in attending to the mass of the boys as in attending to any few individuals.

2861. Kindly begin now with the Preparatory Grade of this new course you suggest, and tell us what you would propose as the course; I suppose there would be some subjects obligatory and others optional?—Yes.

2862. Then kindly tell us what would be the obligatory subjects?—In the Preparatory Grade I would insist rather on the subjects that I might call the basis or foundation of the rest. I would not insist very much on a strict division, but I would leave the boys for instance the option of taking classics or not taking classics. That would already make a division between the classical course and the commercial course. Leaving out those two subjects I think the rest might be taken in common—that is, English, a language, whether it be Latin or French, and a mathematical subject as now, and then with the addition of commercial English, including geography and a little commercial French—though I do not see the advisability of introducing commercial French at that stage.

2863. What do you say as to practical scientific subjects?—I allow for the introduction of the practical scientific course in all the divisions.

2864. Then you would add that to those you have already mentioned?—Oh, yes; although I venture to say that science might with profit be left to the Junior Grade. It has been mentioned by some that the non-introduction of science into the Preparatory Grade was the reason for its elimination in the others. I have given a reason to show that that was not the case, at least as far as I could see, and consequently I do not see the necessity of introducing science into the Preparatory Grade unless found advisable, but at the same time I would not exclude it.

2865. Surely in some schools it might be very useful; in a school well equipped would it not be useful that a boy in the Preparatory Grade should acquire some knowledge of practical science?—I have no doubt it would, but I say it is not essential.

2866. Then you would take as your obligatory subjects, English, a language, some mathematical subject and commercial English; and I suppose that then you would give a choice of perhaps one optional subject, and if natural science were chosen one branch of it would be sufficient?—Yes, and drawing also.

2867. Just trace up this question through the Junior Grade?—In the Junior Grade you would have for the University course——

2868. I think the University course is pretty well provided for, but the commercial course is the one I am anxious for?—In the commercial course you would have English, commercial English, French and commercial French with arithmetic. Those would be obligatory subjects. Then some other subjects——

2869. Would you teach arithmetic in this course in a different way from that in which it would be taught in the university or grammar school course?—I should not say so—not at that stage at least, because that would lead to endless multiplication of classes, and I do not think that would tend to the efficiency of schools. I should also say that for the languages, the general teaching of languages—English, French, German, and the rest—could be, and should be, the same in both courses, and for this reason: that the Intermediate is not merely a system of education that trains up for merely utilitarian purposes, but also it is supposed to be a liberal education, consequently, both divisions of the course should include a genuine liberal education. That being the case, I do not see that there is any special reason for teaching French literature, English literature, German literature, or any other language in a different way in the commercial course from that in the other. But there is, of course, a distinct separation to be made in the commercial branches of those languages.

2870. You are aware that in former days we had a commercial course?—Yes.

2871. And that it was not a success?—Yes.

2872. The advantages to be attained in that course, as then framed, were not equivalent to the advantages to be attained in other courses?—They were not.

2873. And the natural result of it was that it was a failure?—A failure.

2874. Then there was an alteration, and the substantial effect of the alteration was to abolish the separate commercial course, and to add something in the nature of commercial education to the existing course?—Yes.

2875. And that also failed?—Yes.

2876. But you are of opinion that if we had a thoroughly separate commercial course framed on the lines you have mentioned, it would be a success?—I think so.

2877. Would you make any distinction between the courses for one student, whose ultimate destination in life was commercial business, and other students whose ultimate destinations in life would involve high scientific knowledge, for instance, a mechanical engineer would be obliged to calculate strains and matters of that description?—In that case my experience is that the generality of boys really do not know their own minds up to the age of 17. They say one year that they are going for this, and next year that they are going for that, and I do not think it would be right to tie them down to any fast rule that would prevent them making a selection on maturer experience, if the course they have selected is not found to be just the one which suits them best. For this reason I think that both courses should give fair latitude both to the boys and to the teachers to shape their course at any particular point of their education, that they can select and shape the course according to what they intend to go for generally.

2878. In the working of the present system have you found any overlapping of primary and Intermediate education; in other words, have you found that any part of our funds has been devoted to the encouragement of what was practically primary education?—I should not say so. The Preparatory Grade, of course, may be considered to a great extent as primary, but it is really Intermediate.

2879. In another sense it is; Intermediate education must commence at an age much earlier than sixteen?—Certainly; and I think that the Preparatory Grade is an essential preparation for a good course, and any boy that does not come in young enough to enter into that grade is at a great disadvantage all through the others

2880. Your attention has, of course, been directed to the frame of our examination papers; that one paper contains all the questions as well as those for pass students as those for competition students?—Yes. I have considered that question.

2881. Do you agree with that mode of framing the examination papers?—What I would venture to suggest would be this. I think it would be a mistake, both for the honour of the examination and for the expense and trouble, and all that, to have two distinct papers. I do not think it is necessary. I think that in the same paper you can have pass questions and honour questions, but very distinctly defined—separate. The pass questions, of course, should be of such a range, and of such a nature as to allow a really average student a certainty of passing. I do not think they should be such as to discourage the mass of students either from competing or from presenting themselves for the examinations. With that limitation I think the pass questions and the honour questions can perfectly well be put on the same paper, but on two distinct divisions of it. And I also think that in order not to neglect the real ground work of the essentials, I believe it is very useful that the honour students should be made to do the pass questions.

2882. It is essential, is it not?—It is essential. Well, it need not be essential, of course.

2883. I mean, essential to a good examination, is it not?—I should think so.

2884. Because, if not, you are not certain whether the student is properly grounded?—I should think so, and it is very well to have those questions as an assurance that the very distinguished boys will not neglect the essentials. Then also, I would suggest, at the same time, for the marking of these questions, that if a boy—at the present time, of course, all pass marks count for nothing——

2885. Please do not go to the marking for a moment; we shall come to that afterwards. What percentage of answers to the pass questions upon the paper ought, in your opinion, to secure a pass to the student?—That would depend upon the way the paper was set.

2886. Assuming that one-half of the paper contained the entire of the questions set for a pass student, and that they were set in the way that you would consider proper, what percentage ought to ensure a pass?—If you make them pass questions, and merely pass questions.

2887. And not at liberty to answer the competition questions?—I think the percentage ought to be pretty high; it ought to be 50 per cent., I should think, or at least a fair percentage. But that was not the proposal I intended to make.

2888. I will come in a minute to that. You are aware of the usual frame of the present questions?—Yes.

2889. About what percentage of pass questions are there on those papers usually?—On some of them there is very little percentage of pass questions at all.

2890. In fact it is very difficult for a student even now to secure a pass by answering all the pass questions on the paper?—Very difficult; impossible sometimes.

2891. He must get 25 per cent. upon the entire paper. And is it within your experience that in some cases there have not been more than 25 per cent. of pass questions on the paper?—Decidedly.

2892. Now, if you please state the suggestion you were about to make as to the marking of the papers?—The suggestion I was about to make was this: I would divide the questions into pass questions and honour questions. I would make the pass questions obligatory on the honour students; and once an honour student secures 50 per cent. of the maximum on honour questions, then he should be allowed to count all the marks he gets for the pass questions as well. And on the other hand I should allow the student who takes the pass questions and passes to be at liberty to take any of the honour questions he is disposed to attempt. I think in that

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way it would prevent the pass course from being looked down upon. In the actual working of it it might be difficult.

2893. An objection has been made—do not take it as being mine—but an objection has been made in the course of the evidence that if such a practice were adopted, a student, especially a young student, might lose time and be confused, in the first instance, by reading over both sets of questions to see which of them he could answer best?—I should not think so, because he would have a distinct class of pass questions, and they are bound to take the pass questions as a first condition.

2894. But you say that they are to get credit for answering the honour questions also?—They do those afterwards.

2895. Would those answers be credited towards a pass, because I assume that a pass student is not working towards competition at all?—In this case there are many students who get honours who are not working for competition at all. For instance, the vast bulk of the mere pass students obtain honours in some subjects. I do not think that that right should be taken from them, and in the way I suggest I think it could be carried out. Of course I may be wrong.

2896. Mr. Justice MADDEN.—I observe that you attach importance to inspection as an element in the Intermediate system?—Inspection?

2897. Call it either "inspection" or "visitation"; I call it "inspection"?—Yes.

2898. And that rather from the point of view of a check than as the basis of distribution of results fees?—Yes.

2899. By this system of inspection you would aim at ascertaining that a thoroughly efficient education is given in the particular branches which could not be fully tested by written examination?—Yes, especially in those subjects.

2900. Especially in those branches?—Especially in those.

2901. Now you have made some observations which have struck me as being very pertinent, if you will allow me to say so, about the difficulty of obtaining efficient teachers of French and German in small schools. But might we not require some evidence that an effort was being made to teach them as living languages?—Unquestionably; but I think the suggestion that I made is merely a suggestion. I do not pretend to prescribe to the Board what their duties are, but it just struck me that it might be advisable or useful, and in that way it might be an encouragement to teachers in distant localities where they cannot so easily have the French and German professors, that they might in that way be helped on.

2902. I quite understand that. As an independent suggestion it is very valuable. But we have had some evidence before us that some students who have obtained high honours in modern languages were never taught in any shape or form to pronounce the languages. You cannot expect to have a perfect pronunciation—a Parisian accent—as Bishop Healy says, on the other side of the Shannon, but you might have an honest effort to teach the languages as living languages?—I would insist upon that as far as possible.

2903. You have given us your idea derived from your own experience of the mode in which the inspector should go to work. Do you not think the safest plan for us would be to endeavour to get inspectors of the highest class and allow them to adopt their own methods?—I should think not.

2904. Why not?—I should think not, because all men are men, and one man differs from another in a great variety of ways, and I think that if there are not directions addressed to the inspectors they may go on on lines that may be quite divergent one from another, and the inspection in one province or in one county or in one school may be very different from that in another, and on that account I should think it would be most desirable that—I will not say very strict rules, but at least that general rules—should be laid down for the inspectors or for the visitors to these schools, and also that, as much as possible, two inspectors should go together.

2905. That the Board should endeavour to have uniformity in the method of inspection. I quite agree, but that that method of inspection should be, as far as possible, laid down by the inspectors, I presume would meet with your approval?—I should say that it would be the result of the experience of the Board and of the inspectors combined.

2906. You are aware that a good many witnesses who have given us the benefit of their opinions, both in writing and orally, have suggested the substitution of a totally different method of distribution of the grants of public money. At present you know it is distributed as the result of a general examination of students. It has been suggested by several witnesses that it should be distributed by way of capitation grant founded upon inspection. I gather from your evidence that you do not adopt that suggestion?—I do not.

2907. Would you kindly mention what, to your mind, are the chief objections against that method of distributing the public grant?—I think that education is the result of a combination of forces. You want educational machinery, you want an efficient staff; then you want work, you want system, you want the union and the co-operation of the taught and the teachers. I think that you might have a very perfect machinery, a very good staff, and yet have a very imperfect or no educational result at all. Consequently you must ensure earnest, continuous, and arduous work on the part of the teachers; it is not only necessary that they should be efficient, but they must be active. In the second place, you must secure that the boys will work and heartily co-operate with their teachers, because if these two things do not operate together, you may have excellent teachers working well and still producing a very poor result. I think therefore that a combination of forces that will produce that effect that will see that the machinery exists, and that will put that machinery into the most efficient and perfect working order, will produce the best result; and in that way I think that the present system of rewards to pupils and to teachers has the double effect of stimulating both, both mutually helping and co-operating with one another in that way. I would not advocate any system that would supplant the system of results fees to teachers and prizes or exhibitions to pupils, and on the other hand I might adduce proofs, but I suppose it is not necessary.

2908. I am sure we should be glad of any suggestion you might have to offer by way of illustration?—In speaking from my own experience I have to say that the success of Rockwell is mainly due to that combination of forces. You have, of course, the educational machinery, you have a good staff, but I attribute the real success of the institution not so much to the mere fact of their having the educational machinery and an efficient staff there, as to the work that is being done, and that work is hearty co-operation all round on the part of the teachers and on the part of the pupils. I can say for every member of the staff that he interests himself very personally in the teaching and advancement of his pupils, and I would add, of course, most particularly, the Dean of Studies, Dr Crean, who has put life into the place. Then I may answer also for the boys—that there is the most hearty and earnest co-operation between the boys and the teachers, and in that way the work is rendered easy; it does not give difficulty to anyone; it does not do injury to anyone, and the result that is achieved is very satisfactory. I can say the same for other colleges, and, I am sure, for any well-worked Intermediate institution, and I believe that without that combination of forces, actively employed, it is impossible to produce a good or permanent satisfac-

tory result. And I think that the system in action at present is the best calculated to produce that result.

2909. Do you think that the present system is, on the whole, the best test of educational results generally?—Well, I consider that under the special conditions of this country it is the best system that can be adopted, with the additions I have suggested.

2910. Very well I take it from your answer that, apart from any such matters as those you refer to in your last answer, you think it is a satisfactory test, and that there are special conditions which renders it advantageous in a great degree?—Certainly.

2911. I presume you allude to the fact that under a system of inspection the individuality of the inspector, his idiosyncrasies, his peculiar views, and matters of that sort, come into play to a greater extent than under a system of examination?—Oh, most decidedly; and I do not believe that anything like such an efficient test as the present could possibly be applied by mere inspection.

2912. The present system appears from the evidence before us to have won the confidence of the public. Do you think that the public would have—I mean of course by the "public" the public who have a knowledge of and an interest in the subject—would have equal confidence in a system of inspection—and when I refer to a "system of inspection" I refer to it as the basis of the distribution of the grant, not as a check upon examinations?—I do not think so.

2913. I see that you have had experience before as well as after the starting of the Intermediate system?—Yes.

2914. That being so—by the Intermediate system, I mean of course the system established by the Act—you are in a position to compare Intermediate education in Ireland as it existed before the Act with Intermediate education after the passing of the Act. What is the result of your comparison?—If I might be allowed to make a few personal observations ——

2915. I am sure we shall be very happy; it is your personal experience we want to get?—I wish to mention my experience as a pupil first, and then as a teacher before the Intermediate, and as a teacher since. As a pupil I studied in Blackrock both for the secondary and the university course. I went during four years for the examination in the Catholic University, and I took prizes and so on—classics—and in four original composition prizes awarded in two years I took three firsts and one second. I think from my knowledge of what I was at that time—I took those prizes, I suppose, about the age of 20, and I consider that although I took those prizes at that time, the boys at the present time, age for age, have a more precise, accurate, and scientific knowledge of the languages than I had when at the age that they are now; that is, I believe, I would not have done—I do not know, I may be wrong—but I think I would not have done as well, perhaps, as the best boys are doing now in the Intermediate—and I got those prizes. Well I have known boys that I taught before the Intermediate, and what they were able to do; they were very good, no doubt, and very satisfactory, but there was no limit of age, and I think if the limit of age were kept as it is at present the general standard—the highest standard might be very much the same—but the average mass of the boys are immensely better than they were then—immensely better.

2916. There is one practical matter with regard to which I have not hitherto been quite able to follow your advice. It is a matter of considerable practical importance, and that is the separation of pass from honour questions. I can understand if there are a certain number of questions, distinct questions, in one branch of knowledge, how your scheme would work. To take a branch of learning, of which I have more experience as the subject of examination than any other, classics. Now, in the Senior Grade you would give a different pass paper; a different piece of English for composition to a pass student than to an honour student?—In the languages.

2917. In Latin or Greek?—Oh, decidedly.

2918. Very well. But it would be necessary, would it not, practically, to separate the examinations; the honour student could not be expected to spend a large portion of his time translating into Latin an easy piece of English; he would have to devote himself to the stiffer bit, the bit of work that he was given to translate?—That is on the assumption that the paper is too long. Of course, in the scheme I propose for the counting of marks, which I was returning to, it would be no disadvantage to the honour boy to score the pass marks, because, once he succeeded in obtaining 50 per cent. of the maximum of marks on the honour part of the paper I think he should be entitled to every mark he obtained on the pass.

2919. I do not think I quite conveyed my difficulty. I have been illustrating it by the case of Latin composition, but it would run through the entire of the classical examination. You give a stiffer passage for translation to the honour student than to the pass student. Suppose that three hours are allocated to classics; the pass paper would take the pass boys three hours to do; the writing of the composition would occupy three hours. Well, the honour paper I presume would occupy three hours also. How is the honour boy to do the pass paper in addition to the honour paper?—That would be for English composition?

2920. I am taking the examination in classics. A part consists of a prescribed book, the other part consists of what are called unseen passages. You would have a much stiffer passage for the honour boy and you would have an average passage for the pass boy, but each paper or each division of the paper would fairly occupy the entire time?—Not in the scheme that I propose.

2921. But how is that? Would you kindly develop that idea?—I would say that the pass questions should be such that, of course, to the pass pupil there should be sufficient difficulty to test his knowledge perfectly within one-half the allotted time. Then, he should have time if he wished, if he was so disposed, to attempt some of the honour questions after. On the other hand, the boy who competes for honours, should be obliged to take the pass questions for the reason that I mentioned—that the elementary knowledge would be well kept up, and the fact of his taking those questions would be no disadvantage to him if he succeeds in getting fifty per cent. of the maximum on the honour portion of the paper; if he does so the pass questions will count just the same as the honour questions.

2922. Your object in asking the honour boy to do the pass business is to ascertain that he has been well grounded in the elementary portion, but, surely, if the honour papers were reasonably well drawn up, if it did not consist of cut questions, but was a reasonably good paper, no boy could answer it well who could not also clear the pass paper?—That may be true; that may be true, but, at the same time, if the pass questions are not attempted there is a danger that the student for honours may aim too high and neglect the real essentials.

2923. Rev. Dr. SALMON.—I am in such general agreement with you that there are very few things I want to ask you about. The question that was put to you about the difference between primary and Intermediate education I think has been misunderstood, as if it was a matter of abstract definition, which I do not think anyone would like to make. But the objection of some witnesses that we have had already before us was that they want to make a difference between primary and Intermediate schools. I think they thought that a school ought

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not to receive grants from us if it was not really an Intermediate school, but was only a primary school that happened to be able to put in answers upon some subjects in which we examine. That is really a practical question that seemed to come before us as to the difference between a primary school and an Intermediate. A great deal of our examination must necessarily be primary, and yet the school that teaches that may be an Intermediate school?—It is, most decidedly. I think it is quite impossible to have an Intermediate school pure and simple, because you must begin below; it is an Intermediate step. You may overlap at either end, either above or below, but you must necessarily overlap in the primary element, and therefore if you have not a primary element in your Intermediate school there is a danger that you will run out of your Intermediate element too. You must have an element that you are preparing for the Intermediate, you may call it a primary department or an elementary department or anything you choose; it is not an Intermediate department, but still it is a portion of the Intermediate college. I think that is quite legitimate; but at the same time a school that is purely primary and merely sends in a few boys, I really do not know how that would work out. I think the definition of a "school" in your rules is rather low—one which affords classical or scientific education to pupils not exceeding 18 years of age, of whom not less than ten shall have attended the school. I do not think that is sufficient. I would venture to suggest that it should be pupils not under 13 nor exceeding 18; I would put a lower limit, not under 13, and then I would raise the number from 10 to 20 or something like that. Of course I should not like to give it as an iron rule until I saw how it would work. I would like to have all the rules tried in practice for a couple of years before they would be finally fixed, and once they are found to work satisfactorily then I think the rule might be made a lasting one.

2924. The whole question between primary and Intermediate seems to me to rise from a little jealousy between schools; but, of course, an Intermediate school must teach primary subjects, and primary subjects will overlap a little into the Intermediate?—Certainly.

2925. Some propose that we should increase the limit to ten in each grade, and make a school to consist of forty pupils. I rather think that hardship would be made under any such rule. The only thing that occurred to me—I do not know how it would work—would be, if you say a large school is entitled to receive fees with reference to the number of students that had passed with us in previous years, perhaps that a school that only passed boys in the Junior Grade might be a low-class school, and those that passed pupils in the Middle and Senior Grades might be considered as high-class schools?—There may be something in that, but I should not like to draw a hard-and-fast rule in that way. If the Junior Grade really belongs to the Intermediate, and the Junior Grade boy even obtained a good pass—I mean all round—in the four subjects that are necessary, I think he is fairly well educated for his age. Of course we cannot expect more. We must consider boys of a definite age, and compare them with other boys of the same age, and in that way I should not put any conditions that boys must be of a superior grade.

2926. I only asked the question because some of the witnesses seemed to attach importance to it. With regard to inspection, I think the majority of the witnesses we have examined rather thought that inspection might be very well used with reference to the results fees obtainable by a school, but that it would not inspire confidence if the results of exhibitions in any way depended upon the report of the inspector in the case of an individual boy?—I think inspection as the sole test would be a total failure, as the sole test even of a pass, because that inspection might be of the most superficial kind; it might test a school, but it might not test an individual boy in any way whatsoever—I mean any way that would be really worth considering.

2927. I do not think that they intended it should be the sole test. The general idea was that where, say, you had a paper examination, as in great part affording the data upon which exhibitions should be conferred, there ought also to be certain marks given to each student for the result of a *viva voce* examination conducted in the school?—I should say that either the oral examination should precede or follow the other; I do not see how it could accompany it. If it precedes, the visitation or inspection will secure that object; if it is to follow, I do not see how it can be practically carried out. For instance, it might be possible in large cities like Dublin to collect the students from certain schools into a certain centre and examine them, but it would entail a tremendous lot of labour, and there would be no corresponding advantage. That might be possible, but I do not think it would be advisable even in a large city like Dublin, but in outside centres it would be entirely out of the question. Could you expect boys to be sent from Rockwell College? If you do not send them to Dublin, Cork, or somewhere else, you would have to send men down there, and then the examination will be suspected of partiality; if the boys are examined in the schools people will imagine that, perhaps, they had some chances that a boy who was examined out of it would not have. I do not think it would work, and I do not believe it is necessary.

2928. I do not think there would be a difficulty when you merely have it with respect to the granting of results fees. Even for such a thing as whether the pronunciation of French was taught, surely an inspector could hand a French book round a class and make each pupil read a sentence or two?—That is provided already in the conditions I specified; but I do not think anything further is really necessary.

2929. I think that seems to be the general opinion of those already examined. With respect to pass and honour students, I was at first very much opposed to giving separate papers on account of the embarrassment the pupil might feel in determining whether he should attempt the pass paper or the honour paper, but I think that could only affect the first examination. I think that anyone who has gone in for the Intermediate examinations must know very well whether he would have a chance of obtaining honours or not—I do not mean honours all round, but in one particular subject. A boy would not take an honour paper in classics unless he was something of a fair classical scholar or *vice versa*. I do not have that difficulty now in regard to separate papers?—In the system that I propose, it would be quite clear to every boy what questions he should commence, because I presume that every boy must do the pass questions, even the honour boys, and consequently there would be no difficulty of choice on the part of the student as to what questions he should select.

2930. I partially agree with you. I agree that every honour boy ought to be able to do pass questions, but I do not agree when you say *the* pass questions. I think when you examine a pass boy you ought not to give them a small number of questions, as that might happen to operate very unfairly; they might be the questions which he specially did not know. In examining a pass boy he should be given a good many questions, and if you give those same questions to an honour boy he would not have time for the honour questions if he preferred them. But the course I would be advised to take would be to have an honour paper and a pass paper, and that the honour paper ought to contain a small number of pass questions, too, and possibly that the pass paper might contain some very small number of questions of a higher order too. As at present advised, I think that two separate papers, with liberty to choose between them, would be the best way, and what occurred to me was that a higher percentage might be given, that

any boy who chose to take a paper such as we give at present, and had 25 per cent. should pass, but if he took a pass paper merely the percentage should be larger, probably 40 or 50?—That objection would hold on the assumption that you required to have a great number of questions to test the efficiency of a pass pupil. But I do not think that is necessary. I think a small number of pass questions would perfectly well test the abilities of a pass pupil; it is not the amount of questions precisely that will be required for the purpose, but the quality of the questions. Very often it is complained that papers are given that really entail an amount of physical labour—that is, that with the utmost energy that a boy can put into them, even if he knows the paper thoroughly, he could not, in the time given to it, get through the whole of it. I do not consider that that is at all necessary. I think the kind of questions would be a sufficient test as to the capacity and proficiency of a pass pupil, and then that the other distinguishing element is to come in the other portion of the paper. Of course, if it is still considered that a large number of questions would be necessary to test a mere pass student then, of course, I should agree with you.

2931. Then, I think, as far as I understand your evidence, you are in favour of continuing the present system, as in our honour and pass papers there are generally a small number of questions that a pass boy ought to be able to answer; all that you would require would be that those questions should be specially marked, so that the percentage that a boy could get—we call it 25 per cent.—although it really does mean 40 per cent. or 50 per cent.?—I think that that difficulty could be met in this way. At the present time it often happens that it is very hard for a boy, as the papers are put now, to determine which is really an easy question, and which is not, and, therefore, in the present condition of things it is quite impossible for a boy to select the pass questions out of the paper at a glance. With the proposal that I made it would be quite clear to him from the start. Again, I have to say that even on the present papers I deny that there are a sufficient proportion of pass questions at all.

2932. That is a matter of detail that could be attended to?—Of course, I have no objection in the world to having two distinct papers, but I do not see that there is any great advantage in increasing the labour, printing, and the rest, if it can be done as well without. That is the only object. If it can be sufficiently well done without, that is, if one paper will suffice, I do not see the reason for having two, but if it is found that one paper is not sufficient, that is all right. That is only my opinion.

2933. Suppose we gave a paper of twelve questions and three of them were quite sufficient to pass. If we mark out three easy questions, would you attach the same value to answering those questions as to answering the difficult questions?—Certainly not. I would allow the proportion of marks to the pass questions, say, 25 per cent., or whatever percentage is adopted, and I would say that those pass marks should count as 25 per cent. for the honour boy who does them, who secures 50 per cent. on the honour portion of the programme—that is, 50 per cent. of the maximum. I should allow that honour boy full credit for any of the pass questions he does, and for such a boy I would allow a percentage of 25 per cent. on the pass questions set. That is just the percentage allowed at present. And for the pass student who merely goes for a pass I would not really specify what percentage; I mean what percentage that is supposed to represent; I would not specify that at all. I would simply say in the paper—"These questions must be answered in order to secure a pass, and when you have answered these questions, you may, if you choose, attempt any of the honour questions." In that way you not only secure a pass, but what might be called an "upper" pass.

2934. I do not see the working of it yet. You say that 25 per cent.—three of the questions on the paper—are to be pass questions. Would you say that the boy must answer the whole three?—I should say that the pass boy should answer the whole three.

2935. I am afraid you would find that more severe than the present rule?—I do not think so if the questions are properly set.

2936. O'Conor Don.—Father Brennan, you are a member of the Association of Catholic Headmasters, are you not?—Yes.

2937. And you were present at a meeting of that Association, held on the 13th of last September?—Yes.

2938. I see that at that meeting a resolution was proposed, that it would be desirable to combine inspection with a more limited competition than takes place at present under the existing system, and that you proposed a direct negative to that resolution?—With the proviso that I have supported in my evidence to-day, namely, that for the two points that were found to be defective visitation should take place. It is not mentioned there, but I distinctly stated that.

2939. But this visitation which you propose, as I understand, is not one upon which any results fees are to be dependent; it is a condition precedent to see that certain things are complied with; are you altogether opposed to having any payments dependent upon the result of the inspection?—Altogether opposed.

2940. I see that you state that if you remove any of the three constituent principles, public examination, rewards to pupils, and results fees to teachers, the system will drift into one of partiality or stagnation?—That is my opinion.

2941. Then I want to be a little clearer about this visitation or inspection which you propose. Do you intend that it should be confined exclusively to such subjects as modern languages and what are called scientific subjects?—I said specially, but not exclusively. I should not require it to be confined exclusively to those subjects.

2942. But in what way would it operate upon the other subjects? You told us that you would expect the inspector to find out whether in the modern languages the pupils were able to read or to understand what they were learning?—Well, as a matter of fact, I do not see the necessity of it outside of these subjects. I think the other points are sufficiently covered in the written examination—sufficiently tested. Of course, if the Board thought otherwise, I would not object to anything further being introduced.

2943. But as no payment, according to your system, is to be dependent upon it, of what utility would it be outside those subjects?—That is just my own opinion. I do not think it would be of much utility, or that there would be any necessity for it.

2944. Now, taking it to apply to these modern languages, you have recognised very clearly the difficulty of getting teachers in the small schools who are able to give, we will say, a proper pronunciation of French and German?—I imagine that in, at least some localities it will be difficult to procure them.

2945. Assuming, then, that the inspector finds upon questioning the boys that they have no real knowledge of pronunciation, such as would make them intelligible to a Frenchman or a German, do you think that they should be deprived of the right to get any marks at all, or to present at all, in those modern languages?—Not the first time. I say I would give them a certain time to make up the deficiency, and then if they neglected to do it, certainly I would exclude them; but I would not do so the first time.

2946. But you would eventually, in effect, deprive the small schools, where proper pronunciation could not be taught, of getting any marks, or of presenting at all in the modern languages?—In the languages in which they were incapable.

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2947. In which they were deficient?—I think so—at least after proper notice.

2948. Would not the effect of that be to drive out the teaching of those modern languages from a great number of the smaller schools of the country?—I should not think so. I think it would have the effect of improving it.

2949. But do you think, for instance, it would be possible in these small schools for them to have the expense of paying teachers who could teach proper pronunciation—we will say in German—in these schools where, perhaps, they have only three or four pupils going in for German?—That is the difficulty I wished to cover in the suggestion I made—that if a French or German elocution master should visit those schools and give some help to the teachers, it might be very useful to them. Of course I only mention it as a mere suggestion.

2950. But without that do you think the only effect of such a rule would be that the teaching of these languages would practically be given up by all these schools?—I do not. I think that in time all these things would be remedied. I believe the teachers would endeavour to bring themselves up to the requirements of the case, and that they would succeed in doing so.

2950A. Do you think it would be better to adopt a tentative course in this matter and to begin by allowing a smaller number of marks to a school that could only teach a modern language as a dead language would be taught?—Yes, I think that would be very fair.

2951. And might not the same system be applied to these, what are called scientific, subjects?—I think so.

2952. Because, as I pointed out to you, the absolute requirement of proper pronunciation in the one case, and of having suitable apparatus in the other case, might have the effect of killing the subjects altogether?—Certainly, and I think that in any move that is to be made either with a view to inspection or otherwise, the object should be rather to encourage the schools to do better than to depress them or discourage them.

2953. I see here, if you kindly look at the printed paper, page 171, you say that "when the Intermediate Act was passing through Parliament in 1878 Lord O'Hagan was able to say that, 'since 1871 there were 1,918 places in the Excise and Customs disposed of by public competition. For these places there were 11,371 candidates; 11 per cent. of these were Scotch, 46 per cent. English, 43 per cent. Irish. Scotch competitors won 6 per cent. of the places, English 38, and Irish 56. Of every one hundred Scotch candidates nine passed; of every one hundred English fourteen passed; of every one hundred Irish twenty-two passed.'" Then you go on to say, "An examination of the lists of the candidates for these two posts who succeeded, and who failed in recent years, would seem to show that the English and Scotch competitors have more reason to bless the Intermediate system than the Irish competitors have." I suppose from that we may assume that the comparative success of the Irish candidates has fallen off since the institution of this Intermediate system?—Well, to a certain extent, that might be explained by other causes than the introduction of the Intermediate system. I think the effect of boys having more courses open to them at the present time—more careers open to them—would partially account for it, and then the lessening of the population in Ireland must be taken into account too.

2954. But why do you state here that the English and Scotch competitors would have more reason to bless the Intermediate system than the Irish would have if it were not due to the Intermediate system?—Well, that is that the proportion is not kept up, and that it seems to come from that, and that is an argument that is put in simply to support the motion for the establishment of a separate commercial course that would include subjects leading up to the Civil Service.

2955. You think that the present system, perhaps, has had the effect of directing the students into what might be called a grammar school course more than was desirable?—I should not say that, but anyhow of not directing them in the direction of the Civil Service quite as much as before.

2956. You think it has directed them to a course leading eventually to a university, although they may never, in fact, go to a university, more than was the case in the education which existed before the introduction of the Intermediate system?—Yes.

2957. And you propose to correct that by the institution of this commercial course?—Yes, which would include the subjects necessary for that purpose too.

2958. Do you think that the education given in the schools of which you have had experience under the Intermediate system has, as a whole, led to the success of the students in after life?—Oh, decidedly.

2959. Have you ever followed up the course of your distinguished students—of those who have gained exhibitions?—A good number of them. It is of course quite impossible to follow them all, but I have followed a good many, and I think they can hold their own pretty well in any career of life which they select.

2960. Have you got any records to show what proportion of them have succeeded in after life?—I have not got the records for Rockwell College, because I have not been very long there to begin with—I have been there only the last three years—and when asked to prepare those records of course I had not the data to do it in a proper way, so that they would only have been misleading; but I know that the boys who have passed there have been as a rule equal to any of the boys passed through the other colleges, and I am able to speak with regard to this—that the students of Blackrock hold high positions in every part of the world.

2961. Now there is just one other point on which I should like to ask a question. A great deal has been said here, and I daresay you have been in the room and heard it—about the publication of the results of the examinations. What is your opinion as to the good or bad effects of that?—I think it has a most beneficial effect. I believe first of all that it helps the masters to classify their pupils, and it also gives a stimulus both to pupils and masters. Besides that I think that the Intermediate Act has for object not merely to extend education to Intermediate boys but to the country generally, and I believe one of the things that arouses interest in the public generally in these examinations under the Intermediate system is the publication of these results. It gives them an opportunity besides of educating themselves, showing them where they are likely to get the best places to send their boys to, and soforth. I think that is a very important thing for parents to know, and in that way the publication of these results I think has a good effect. Anyhow, I do not see any bad effect that it has or is likely to have. Now some of the points mentioned, for instance the publication of the failures and so on, I think that could be obviated by simply leaving out the "F's" after the names of those who failed. Those who fail to pass the examination at all, as a whole, are not mentioned; therefore there is no slur cast upon them and with regard to those who do pass the examination, if there is any slur cast upon them by marking "F" against the subjects in which they have failed, if thought advisable that slur could be removed by leaving the "F" out. But I think the general publication of the results is most valuable and useful in its effects.

2962. You are therefore opposed to having the results notified solely to the schools and to the candidates?—I would have them published just as they are at present, except that I should propose to

have the two books come out together (that is the passes and the honours results) if that is possible.

2963. You are aware that the reason why they are not published together is that the heads of schools are very anxious to get the information at the very earliest possible date, and that, of course, the pass results, being first ascertained, are first published?—I understand that.

2964. And, therefore, if the two are to be published together it must necessarily result in a delay of the first part of the publication?—Oh, no, not necessarily; it might result in the earlier publication of the second part.

2965. But assuming that we publish the second as early as we can, you will admit that in the making up of the results the first part of it is first ascertained?—I understand that.

2966. Then what would result necessarily from that carrying out of your suggestion would be that if the two are to be published together the first part will be kept back to a later date than it might be published?—I should not say that at all. It is very much better to have the pass marks out at the time they are now than to keep them back, but I say an effort ought to be made if possible to have the honour results published at the same time. Of course, if this is not possible it cannot be helped, I suppose, but if it is in any way possible I think it ought to be done.

2967. But it is only possible by delaying one?—If by putting on additional clerks or anything else the thing could be done sooner, I think it would be a decided advantage.

2968. It might be done sooner; I am not disputing the question whether or not they might not both be expedited a few days; but I think it must be evident that the first part is the first to be ascertained, and that the second part cannot be considered until the first is ascertained; therefore, we, at the Board, are cognisant of the first part of the proceedings before we are of the second?—I admit that.

2969. And at the request and wish of the teachers we have published the first part as soon as ever we have ascertained it?—Quite so, I recommend that.

2970. You recommend that?—Certainly.

2971. Then, if that course be adopted, no matter what expedition is made upon both, it is evident that the first part will be published before the second?—Quite so, but if both are published at a sufficiently early date to enable colleges to know them before the opening of the colleges, it is all right. If both are published before the end of August it is all right.

2972. Rev. Dr. TODD MARTIN.—In regard to that last question, accuracy in the reports is of very great importance. You would not imperil the accuracy of the reports by hastening their publication, would you?—No, I would not.

2973. Do you not think that bringing in unskilled persons, that is persons unskilled in this particular matter, to supplement the skilled staff to a larger extent, might lead to inaccuracies?—Yes, but I maintain that a sufficient staff could be made skilled. If you have not a sufficient number of skilled staff at the present time, I do not see why you should not have more of them by training.

2974. Of course you must remember we have only a limited right of spending public funds in that way. However, passing from that, there were some questions addressed to you rather bearing upon the application of psychology to education in regard to memory. Do you consider it possible (this is merely an academic question) to cultivate the memory without cultivating also the other intellectual faculties?—I do not think it is possible to cultivate the memory absolutely exclusively, but I believe it is possible to a great extent to cultivate the memory and to leave the other faculties in abeyance, as it were. I certainly do not think it is possible to eliminate them altogether.

2975. As to inspection, is not one of the most important functions of an inspector to examine the pupils in a school?—As far as it is necessary, but under the provisions of the Intermediate Act the competition is a written competition.

2976. Excuse me; I want to follow that up by another question. Is not a large part of an inspector's functions discharged by the written examinations now?—Unquestionably.

2977. And what you intend by inspection is to supplement that in such a way that where subjects cannot be sufficiently tested by written examinations you would have as a precedent condition inspection of the school?—Certainly.

2978. There was another important point as to the revision of the examination papers. Do you think the examiners should have experience as to the amount of knowledge to be expected on the part of the students of the particular grade examined in?—Certainly, I think that is very essential.

2979. At the same time it is exceedingly difficult in this country to get persons with that experience who are not actually engaged in teaching in Intermediate schools?—I should not say so. There are a good many who have been in similar schools, though they may not have taught in an Intermediate school, and who have experience—memory is not so bad as all that—of boys of a certain age when they were at school, or when they were teachers. I think that is quite possible.

2980. Could not the difficulty be met, to some extent at least, by the appointment of examiners whose duty it would be to revise the papers?—Unquestionably.

2981. You might then have a person of distinction in a particular subject if his paper were revised by an experienced examiner?—Yes.

2982. Now I come to a subject on which we have spent a great deal of time—that is, as to the pass and honour papers. The exhibitions are awarded on the aggregate marks gained in a group of subjects at present. In that group of subjects you have experience, of course, of boys who are good pass boys—something above mere pass?—Yes.

2983. Would not a boy of that kind be somewhat unfairly dealt with if he had not the opportunity of adding beyond the pass marks as much as he could do on the other paper?—Oh, yes, but I go on the assumption (and this is what at present exists as a matter of fact) that in order to get an exhibition a boy must score fairly well in all-round subjects; and if he merely takes up a pass in a given subject he runs the risk of being left out altogether; so that I think the contingency is a very remote one.

2984. Then you could, fairly enough, without any candidate for an exhibition being injured by it, put a mere pass paper and limit the student to that?—Oh, yes—that is a pass student.

2985. I am speaking, now, of the exhibitioner who takes a number of subjects?—If he merely takes the pass marks, in the suggestion I made with regard to them no pass mark will count for an exhibition unless he scores 50 per cent. of the maximum on the portion of the paper allotted to honour men.

2986. We are not thinking of the same thing. My difficulty is this—I have explained to you that it would be a great convenience if we could give a simple pass paper for the pass students, but I have this difficulty about it—a student takes so many subjects. Some of these subjects he has but a limited knowledge of — it may be a compulsory subject. Now, if on that compulsory subject he is able to score, over and above pass, ten marks, it might differentiate him as an exhibitioner. Would it not be unjust to prevent him from making the ten marks?—Yes; but the proposal I make would enable him to do that.

2987. I want to know exactly what your proposal is?—I think, however, in order for the student to get an exhibition he should be up to honour marks.

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2988. On every subject he takes?—As a matter of fact only the honour marks count at present; pass marks are deducted.

2989. Quite so, but it is just what you are above pass marks. I think you are mistaken in saying that no more than honour marks count at present?—Oh, no, 25 per cent. is deducted.

2990. Twenty-five per cent., is it not?—Pass marks do not count at present, and under my scheme they would not count either for exhibitions.

2991. But everything above pass marks would?—Honour marks would.

2992. Most Rev. Dr. WALSH.—What do you mean by honour marks?—I mean a student must obtain honour marks on the honour portion of the paper. That would be 50 per cent. of the maximum. We will say 300 marks allotted to pass questions on the Latin paper, and 900 marks to pass with honours. I should say on the 900 he should only score 600, and then anything he scored on the pass paper should be given to him; it may be pretty high.

2993. Rev. Dr. TODD MARTIN.—That does not meet my point. Supposing you take a student who is not good at languages but is excellent in other subjects. On the languages he cannot score honour marks, but he can score a good deal above 25 per cent. How, on your scheme, will he get the advantage of the score above 25 per cent. which we give him now?—He would not get it at all.

2994. Do you think it would be right to deprive him of it. I want your opinion as an experienced teacher?—Yes, I think it would.

2995. Now, in regard to separate courses a considerable number of the subjects will be common to both sides?—Yes.

2996. Would you have these subjects taught in common?—Oh, yes.

2997. Do you think you could teach French equally well to candidates for the university and candidates for a commercial life?—French as a portion of a liberal education, yes; French as a portion of a commercial education, no. There is a distinct portion of the commercial education——

2998. Excuse me interrupting you at that point. Take the literary French if I may so call it; is that anything different from the French that an educated Frenchman speaks to-day?—The literary French?

2999. The French that you would teach?—The literary French is the same for all education, whether it be for the university or for any other branch; the commercial portion is a distinct branch in itself, and you teach a vocabulary of set phrases relating to commercial life; but that must include or imply first a good sound knowledge of French as a portion of a liberal education.

3000. Now take the French that is a portion of a liberal education—that is what I want to get at. That is quite the same for both sides of the school, is it not, and the only difference is the adding, on the commercial side, of certain special subjects and mainly consists in phrases and terms?—Yes, quite so.

3001. Do you think it is worth while taking up the time of the student who is to leave your college at, say 16, to go to business—is it worth his while taking up his time with those technicalities; would it not be better to spend the extra time in acquiring a thorough knowledge of ordinary conversational French?—That depends upon the use he intends to make of the commercial portion. Of course if he does not want it for practical purposes I say it would be a waste of time, but if he does want it for practical purposes by all means let him have it.

3002. Take a boy who goes as apprentice into a business. You cannot teach every boy the whole vocabulary of business in French; you would not attempt it?—No.

3003. You would, perhaps, be teaching him terms he would never be called upon to use as a business man. Now, would it not be better to make him a thoroughly good French scholar, so that he would be able to read, write, and speak the language fluently, and leave him to discover what the technical terms are when he comes to his place of business?—I would teach him the manner of finding out and using those technical portions. I do not think a complete knowledge can be acquired in school, because practical business knowledge is also required; but once the boy gets a practical foundation in school, that will enable him to educate himself up to the necessary point hereafter.

3004. Take arithmetic. Is there any difference in the arithmetic of the young man who is behind the counter and the customer who buys from him?—I should think there is to a certain extent. There is what is called commercial arithmetic as distinct from the ordinary arithmetic, though the principles are the same; and just as the boy can get special teaching in that commercial portion of a language of which I have just been speaking, so he can supplement the ordinary part of arithmetic by the addition of the commercial portion by special teaching.

3005. Suppose you take an educated gentleman who became, say, chairman of one of the new local boards. The accounts he would have to deal with would not differ from those with which a commercial man would have to deal in his business?—Practically, very little.

3006. So that if a man is to know arithmetic for practical use, it is pretty much the same arithmetic that everybody learns?—Very much the same.

3007. You have been trying to guard against so fixing these different courses that there might be compulsion on a boy to keep to one course when he had taken it up?—Yes.

3008. I did not catch exactly how you proposed to effect that aim?—Well, by having a certain number of alternative subjects—that is, that a boy should be able to select or reject certain subjects according as he feels it necessary to do so. Of course, as a matter of principle and practice, it would at the same time be very desirable if every boy could at the start—at least in the Preparatory Grade, if possible, or certainly in the Junior Grade—select and follow what he means to devote himself to; but, of course, it is not possible always for that to be done.

3010. You would make a language other than English compulsory in the commercial side?—Yes.

3011. And, of course, in that way you would differentiate the Intermediate school from the merely elementary school?—Yes.

3012. Dr. BARKLEY.—Father Brennan, you are aware that a suggestion has been made that the Preparatory Grade should not be any longer a competitive grade, but one with pass results only, with, possibly, some small rewards in the shape of a few prizes to those who distinguish themselves most. What is your opinion as to that?—I think I would allow a certain number of money prizes—say one in fifteen, or one in whatever percentage of passes might be found most advisable—I should say one in twenty, perhaps.

3013. But not of anything like the present value, I suppose?—No, I do not think so—£5 or £10 at most, or, perhaps, there might be two divisions, and a prize of £10 for the upper division, and £5 for the lower division. That would eliminate from the Preparatory Grade any element of real competition, while, at the same time, it would give a sufficient stimulus to these young boys to make that an object in view.

3014. With reference to the separation of the commercial course, do you think that that separation should begin so early as the Preparatory Grade, or that it might, with advantage, be deferred to the junior?—I think it might, with advantage, be deferred to the junior, but, at the same time, I do not see any great objection, personally, to its commencing in the Preparatory.

3015. The real point is this: is not the Preparatory Grade course the necessary basis of the future

education, whether it is to develop in a commercial direction or in a university direction?—I should say that it is rather a neutral basis—that it is not necessary to branch off until you have left that grade; but at the same time it might be useful to branch off in that grade. I do not think it is necessary, however; it might be advisable.

3016. It has been suggested that under certain conditions the present rule requiring another language in addition to English might be dispensed with in that grade: do you think that would be advisable?—I do not.

3017. You draw attention in your paper to the failure of the commercial course in 1891 and 1892. One reason you say was the want of adequate rewards, another was that the commercial course began with the Middle Grade—that it began too late in the student's life. Do you think that those were the only reasons, or do you think that there was anything in the programme prescribed for those subjects which might have conduced to that failure?—Oh, I think so; I think it was made more difficult to secure a pass in that course, and also that the attempt was not kept up long enough to be a success.

3018. There were so very few students taking it that there was not much temptation to keep it on much longer on the lines on which it then existed?—Evidently all the students of the Middle Grade at that time had their courses fixed already, and therefore they could not to any great extent take advantage of it; it was only the students who would be coming up in two or three years to come who would have fallen into it.

3019. You only propose two courses separate from the beginning, or at least from pretty early in the course. Would you be in favour of any greater specialisation than is at present possible in the higher grades, such as the Senior?—I do not think so; I think the Intermediate is the foundation of a broad liberal education, and I think it is only after the Intermediate that any real specialisation should begin; for this reason—that up to that age what boys require is a good, all-round training, and after that time they have plenty of time to specialise in any direction they desire.

3020. You have some boys who distinguish themselves greatly in mathematics, but are not very good at languages; and you have others who are good at languages but very poor in mathematics. Would it not be an advantage to them to have a certain option given to them to give, say more of their time to scientific subjects and less to classical, or more to classical and less to scientific?—It might be for those who require them for very precise and definite purposes, or for those who mean to go on in that special line to earn their livelihood, or some other reason; but I do not think it would be for the generality.

3021. I am not going into the question of numbers; but there might be some who would, instead of going in for a university course, enter a college of science, for instance?—I think the present system of marks is admirably suited for that, and the results prove it. Some boys, for instance, take classics, and they have a very limited knowledge of mathematics, as you can see by the results in the book; and they can, by the present system of counting, get an exhibition even by specialising in more than one branch, and I think there is quite sufficient scope for that purpose.

3022. If your classical boy takes only one mathematical subject he may be thrown out if the marking happens to be difficult in that subject in that particular year?—That is a chance he must look forward to. The only thing that can be done is to see that the examiners take pains to set questions properly.

3023. You referred to the subject of committing to memory a whole book of English poetry—for instance, such as prescribed in the particular grade; there is nothing in the programme requiring a student to have it off by heart. How has it become necessary to commit a whole book, such as the "Lay of the Last Minstrel," for example, by heart?—As a matter of fact they are asked to quote from any portion of the book.

3024. But that may be one question in a paper of twelve questions?—Quite so; but if they want to be prepared to answer that question they must be prepared for it by learning the whole book.

3025. But some boys would find considerable difficulty in getting a book off by heart, and perhaps it might tend to give them a disgust for the subject of English poetry altogether?—Certainly.

3026. Would not a teacher be disposed to advise such a boy to give more attention to the other portions of the English course and not to trouble himself with getting off the whole book by heart?—He might mark particular passages—passages that stick to us all our lives when we have read the book—and say, "you ought to know that," but not expect him to learn off the whole book?—Then I should have these passages definitely pointed out in some way, because, as a matter of fact, teachers have to do just what I am suggesting. If they expect the boys to answer that question at all, they must practically oblige him to learn, if not the whole book, at least a very great portion of it.

3027. I suppose you mean some of those passages which have become familiar quotations in ordinary literature, such as that about the love of country in the "Lay of the Last Minstrel"?—Yes. Of course it would be quite possible to specify certain passages, and to say that quotations from so and so would be taken and questions asked on those passages, and those would be learned off by heart, but to ask a boy to learn a whole book off by heart—the very fact of his having to face it, is enough to discourage him at the beginning.

3028. Do not you think the examiners might give him the option of giving the general meaning of the passages?—I approve of that; I approve of making a boy devote a thorough study to the subject, so as to be able to assimilate it and make it his own; but mere learning by heart, except as a special training of the memory, I do not think is of any particular advantage, and I think those who require to have their memory specially trained in that peculiar way, will take some other means of doing it.

3029. You were asked how a superior board of examiners to check the questions set should work, and I think you suggested that in addition to checking the questions set, and determining whether they were proper questions, they should also revise the marking of the papers. Would not that add to their work to an extraordinary extent if any question were raised as to the marking?—Well, of course, I suggest that in as far as it is possible for the marking, but certainly for the setting of the papers I would suggest it as an absolute necessity. Now, for the marking, I consider it would be possible; for instance, if the actual examiner would communicate with the board, say the first standard paper—the paper to which he awarded the highest marks—and say, "I have given so much," and also the paper to which he gave the lowest marks, and say, "I have given so much." These two papers might be taken as a specimen, and if the board considered these marks either too high or too low, they would make a communication to that effect to the examiner, and he could then revise his marks accordingly.

3030. Would you expect the examiner in that case to revise the marks all round, from the first boy examined to the last examined?—Certainly.

3031. Then you might have 2,000 or more boys going in for the same subject in the same grade; you could not send all those 2,000 papers to one examiner unless his papers were so divided that an examiner would only examine in certain questions, and not the whole paper?—I am supposing that the examiner should always be in touch with the Board, and he might ask advice or direction if necessary For instance, they might say, "in such a case we find

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the scoring exceptionally low, and the highest mark is so-and-so and the lowest so-and-so." I think that would save the Board from the anomaly that sometimes appears of having one subject practically a failure and another subject scoring very high. Of course it is rather for the Board than for me to say how the thing can be done; I merely make the suggestion as to the advisability of its being done.

3032. We have a case of papers being divided between different examiners; at present one examiner has to mark one thousand papers, and another examiner has to mark another thousand papers precisely of the same kind. Well, there would almost certainly be some difference in the marks they will assign; we cannot expect that the one will assign precisely the same marks as if the other had examined the papers. How is the examiner to check any inequality arising in that way?—There are two kinds of questions on any paper. To one kind of question there is a precise answer, and for that kind of question there can be no difference whatever in the examiner. In regard to the other kind of questions, there may be a great deal of room for variation—such as composition and that kind of thing. In that case the only arrangement would be something like this. The examiners could meet together and present a standard or an average translation, we will say, of a Latin composition, or of a Greek composition, or something like that, and say, "Well, if it reaches about this standard we will do so-and-so; if there is any grammatical mistake of any serious nature we will deduct so-and-so." But I think that is the only kind of question upon which there would really be much difficulty or difference of opinion.

3033. Another suggestion has been put before us in some of these printed papers, that when a paper is to be given to more than a thousand candidates it should be divided into sections, and one section marked by one examiner for all the candidates, and another section marked by another examiner for all the candidates. What do you think of that suggestion?—If it were found practicable it might be useful; but, on the other hand, it might lead to more confusion than advantage, and to the division and loss of papers. It would not be so easy to get the same boys' papers together again.

3034. As regards over-age pupils, you propose that they should be allowed to go in for two years above the ages at present fixed, but you do not agree with those who say the same results fees should be paid for the over-age students as for ordinary students?—I would make an amendment to that. That proposal was made on the supposition that the present standard of questions should continue, but upon the supposition that the present standard of questions should be reduced to a lower standard of passes, I should say that one year, over-age, would be quite sufficient, and that of course, as at the present time, the results fees paid for them should not be on a scale equal to those paid for the other boys. I think the present scale in that respect is very fair, because, if it is on an equality, then it is a temptation to keep boys back who could well go on, in order to gain these results fees.

3035. I think that was one of the reasons why the present system was adopted. I suppose both at Blackrock and at Rockwell you have had cases of boys who have come up for the Middle and Senior Grades having passed in the Junior and Preparatory from other schools?—Yes.

3036. And it is natural that boys who seek to distinguish themselves in the higher grades should seek the best school for the purpose of preparing them to do so?—I think so; I think they should be free at least to select, unless they have obligations otherwise. It is a matter for themselves.

3037. Then it seems desirable that there should be a system of smaller schools spread over the country, and capable of preparing boys up to the Junior Grade, and perhaps able also to prepare them for the higher grades, without making it compulsory that they should actually pass students for the Middle and Senior?—Yes, I have said that before. I should not consider it would be necessary for an Intermediate school as such, in order to qualify as an Intermediate school, to be obliged to pass students in the two higher grades.

3038. As regards boys going on to the Senior Grade, are there not a number of boys who would do better by going direct to the university (taking the classical course for instance) from the Middle Grade, than by going in for the Senior?—I do not think so; I do not think the Senior Grade is useless.

3039. I am not saying that it is useless, but I wished to ask you whether all the boys who pass the Middle Grade should be kept in the school until they have passed the Senior or not?—I think so if they desired to stay; of course a boy should have perfect freedom to go if he wished, but it is unquestionably desirable and advisable if the boy desired to stay and could afford to stay.

3040. Would there not be a number of the boys who are not likely to distinguish themselves specially in the Senior Grade, and who would perhaps gain more by going direct to the university when they have passed the Middle?—I do not think so; I think the Senior Grade is the natural entrance to the matriculation of the university for those who can afford the time for it.

3041. There is at present an arrangement with the Royal University by which our books for the Middle Grade are the same as the books prescribed for the pass matriculation, so that the Middle Grade practically corresponds to the pass matriculation if the boy takes up the proper subjects, whereas the Senior Grade corresponds to the Honour matriculation?—I think it is a very good arrangement, because it gives every boy an opportunity of going just at the time he selects for himself. Those who want to go after the Middle Grade are prepared for that purpose, and then the others who desire to stay on are also prepared; and I think the arrangement in both cases is very satisfactory.

3042. As regards the dates of publishing the pass and honour results, you seem to think it would be better to publish them both at the same time, but there is a practical difficulty about that: the pass results can be determined in the office without calling a meeting of the Board, but it is necessary that a meeting of the Board should be called for the purpose of settling any questions of doubt as to how far distinctions should be given—for instance, how many prizes are to be given in a language, or how many £1, £2, or £3 prizes should be given in a particular grade. Well, until that meeting has been held it is manifestly impossible to publish the honour results?—As far as I have anything to say on that question, I think the Board has carried out the work admirably, and the Assistant Commissioners admirably, and I am quite sure that anything that has been found practicable has been done; but I make the suggestion merely that if, by the addition of some more clerks in the office for a particular time, these honour results could be prepared so as to admit of the publication of both pass and honour results together, we will say within the last week of August, I think it would be a benefit. Of course, if it cannot be done, I have nothing further to say.

3043. But if the honour results were to be published in the last week of August, it would mean that the pass results had been ascertained a week earlier, so that the pass results in that case could be published a week or so earlier?—It is not necessary for the schools to know until about the last week in August; but it is important that the schools should know the whole of the results before the schools re open, if that is possible.

3044. What time do the schools re-open?—About the 1st September usually.

3045. Most Rev. Dr. WALSH.—I do not quite understand your view in reference to this matter.

You make a suggestion that some change should take place in reference to the date of publishing these results, and you say at the same time that you are sure everything that has been found practicable has already been done to bring about a satisfactory arrangement?—With the means at present employed, your Grace.

3046. Then you think that we have neglected some means that ought to have been employed?—I do not imply that necessarily.

3047. How, then, do you reconcile the two statements?—I merely ask if it is possible that by putting on more clerks, we will say, for a specified time, it would be possible to bring out the honours results sooner. I merely make the recommendation.

3048. Then you seem not to be satisfied that we have already done all that is practicable in that respect. I may state, as a matter of fact, that everything possible has been done. I want to know definitely from you, as we are subject to a great deal of criticism in reference to this point, whether you think it a useful thing in the interests of the schools to publish the passes at the earliest possible date, it not being possible to publish the exhibitions at the same date?—I would not say the earliest possible, your Grace; all I want to imply is that it is important for schools to know the pass results (it is essential, in fact) before the opening of the schools; and it would be very desirable to know the others.

3049. Take the question as I put it. At present we publish the passes at the earliest possible date: it is not possible to publish the exhibitions and prizes at the same date. Do you think it, in these circumstances, desirable in the interests of the schools that we should publish the passes at the earliest possible date, as we do?—Unquestionably.

3050. And that we should not keep them back until we can publish the exhibitions and prizes?—Unquestionably.

3051. Then you totally dissent from the criticisms and complaints that are made by newspapers in reference to this question year after year?—Decidedly.

3052. In the interests of the newspapers, we are told, our present plan is undesirable, but you tell us that in the interest of the schools it is desirable?—Unquestionably.

3053. And I suppose you consider that we should look to the interests of the schools rather than to the interests of the newspapers?—Certainly.

3054. Naturally enough, the newspapers take the opposite view. Now, I am sure you fully recognise all the benefits this Intermediate system has brought to the country, but I wish to ask you about a very strong expression you have used in your written statement in pointing out some defects in the system. You describe it as a system that is powerless "to protect itself from being worked on vicious lines by teachers who may deliberately choose to abuse it." Do you not think that a little exaggerated?—Well, perhaps it may be a little strong, but what is meant by that is this—that, as has been mentioned, I must confess I have not any experience practically, of the vicious tendencies of teachers in that line, but I merely mention, from reports in newspapers and elsewhere, what is supposed to take place.

3055. We are not speaking of what does take place, but as to the powerlessness of the system; what I want is your own judgment, hence I ask you do you consider that the system, as it stands, is powerless "to protect itself from being worked on vicious lines" by teachers who choose to work it on such lines?—In this sense—that teachers can run pupils in a particular line that, perhaps, the pupils may not care for.

3056. A line the pupils may not care for. That is a vicious thing, is it not?—Certainly.

3057. And the system is powerless against that?—I think it is.

3058. Do you not also think it is working on vicious lines if what is called natural philosophy, and what is called chemistry, are taught in schools simply out of books, without any reference to practical work of any kind?—I think it is a defect.

3059. And you think the system is powerless to protect itself against that defect?—I think it is to a very great extent.

3060. That is, the system as it stands?—Yes, without the visitation I have mentioned.

3061. As to this visitation, I take it you are quite of opinion that our present mode of testing the work of the schools needs to be supplemented?—Yes.

3062. And supplemented by a proceeding that may be called inspection, or may be called visitation. In your paper here I think you speak of it as inspection. Now, what should be the object of this inspection, first, in reference to natural philosophy, and such subjects?—Well, I think that inspection should simply come to this—that the inspector should see the installations for the purpose of communicating that knowledge, the practical installations—and then should also have an opportunity of seeing the students at work, and be able to see for himself that the students have a practical and experimental knowledge, or, at least, are so taught as to enable them to acquire that knowledge.

3063. And not taught exclusively from books as they are at present?—Yes.

3064. I think you are under a slight misconception—I think you said Professor Leebody stated that the establishment of inspection had caused a falling-off of scientific teaching in a number of schools in connection with the Science and Art Department in Ireland?—He mentioned it, my lord, as a coincidence, not exactly as a cause. I remember he mentioned that; I was present.

3065. But did he not also mention this, that until the system of inspection was established by the Science and Art Department the greater part of the teaching that went on under the name of natural philosophy, chemistry, and such things, was exclusively from books, and that when inspection was established, the defects of the old state of things was found out, with the result that the teachers who had been working on that vicious line in this department were obliged to fall out altogether?—Yes.

3066. So it was in that way that the establishment of inspection caused the falling-off in the number of persons coming forward for examination?—Yes.

3067. It might perhaps have the same effect if we were to establish inspection in the Intermediate system?—Yes.

3068. Another branch of the work of these inspectors or visitors would be in reference to modern languages. Do you not think it very important that there should be in this department an oral test of some kind?—I do.

3069. I suppose you would agree in Dr. Molloy's suggestion that we should proceed tentatively in reference to any changes introduced into the system in these respects?—Certainly.

3070. Both in reference to providing scientific apparatus and also this oral examination?—Certainly; I do not think any sudden exacting of these things on the part of the schools would benefit the schools; they must gradually grow into what is wanted.

3071. Besides, it is very important that a Board such as ours should secure public confidence, and we are more likely to carry public confidence with us in any changes that we may make if we proceed tentatively?—Yes.

3072. In your written evidence you also say that if we found out that a proper method of teaching was not pursued in these matters, we should "seek powers to punish and correct defective methods, and to reward good ones." What do you mean by "seeking powers?"—I mean that if you have not such powers you should seek them. We were not competent to examine your legal powers with regard to the Act.

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3073. Quite right. You mean as to withholding results fees?—Quite so.

3074. But supposing that we have power to withhold results fees, you are of opinion that we ought to exercise that power?—I think so—with a caution.

3075. There are two ways of giving a "caution." One would be to put a distinct statement into our rules for next year, saying that any school that has not this direct method of teaching provided according to its means and resources would be debarred from earning results fees. That would be a very plain caution, would it not?—Yes, but it might be taking them too short.

3076. Would you have us take action?—Certainly, but the application of the rule might be suspended.

3077. When we attach a certain condition to the gaining of results fees, do you think it would be a useful thing in its result on education if we were to give the results fees though that condition was not fulfilled?—I would suspend the action of the condition until I found it reasonable to exact it.

3077A. You do not mean to apply it to some schools and not to others?—Certainly not, I think it should apply evenly all round.

3078. Would it not be better to assign a certain date, and to say that on and after that date this would be a condition?—Certainly, that is what I was coming to.

3079. But when it is imposed as a condition it ought to be enforced—either not make it a condition or enforce it?—The Intermediate Board, when introducing new rules, says generally—"This rule will come into operation at a certain date."

3080. But did it ever make a rule of this kind, saying that such and such a thing was necessary, and then, when it found its rule broken, not regard the condition as necessary. That is not what you mean?—No.

3081. What you mean then is that the penalty should be incurred if the condition is not fulfilled?—Yes.

3082. That might result in reducing the competitors for our exhibitions very much, might it not?—It might, for the time being, possibly.

3083. I should wish to know exactly your view on this point. Suppose, after all due time had been given, after all due cautions had been given, and so forth, it was found that a particular school did not fulfil the prescribed conditions, should that school be allowed to send up its students for exhibitions or results fees?—Or if it did not try—if it did not make a reasonable effort; I think so.

3083A. Your rule would be, then, that every school should make a reasonable effort?—And prove to the Board that it had done so.

3084. And every school which did not fulfil that would be excluded?—I think so, in the subjects in question.

3085. Like other members of the Commission, I have to confess I do not quite understand your view about the pass and honour questions. You consider that the honour boys should answer in the pass matter as well as in the honour matter?—I think it might be advisable for this reason—that otherwise the elementary knowledge must drop out of their memory; they would confine themselves to the higher things.

3086. That could be sufficiently met by putting a certain number of pass questions on the honours section of the paper. Mr. Justice Madden gave you a difficulty which seemed to me at first a very formidable one—that the honour boy would have to spend a great deal of time, and perhaps most of the time, in working over the pass section of the paper. Consider that point in reference to the composition?—Yes.

3087. Do you see anything to be gained by obliging an honour boy, a boy able to translate, say, into Latin a piece of English suitable for an honour boy, in obliging such a boy to spend an hour or so in also translating the simple elementary passages that might be given for pass boys. This is a subject that cannot be got up by cram?—My argument goes on these grounds—that the paper ought to be sufficiently sound, sufficiently up to the mark to test the pass boy thoroughly within a limited number of questions.

3088. But I am talking now of the honour boy?—For the honour boy I conceive the paper should be so set that the honour boy should in the time given be able to do the whole paper.

3089. Kindly keep in mind the concrete case I put to you. Do you consider it desirable that in a paper containing both pass and honour matter, the pass composition should be put in as well as the honour composition?—As a matter of fact it is put in the Middle Grade Latin at the present time.

3090. Do you think it ought to be? Does it not look like a waste of time? Is there the same strong reason for giving the two grades of composition as there is for giving the two sets of questions in the other branches?—There is not the same strong reason.

3091. Do you find the boys at present acquire a good command of the Latin language under the Intermediate system?—I certainly do.

3092. I mean in the power of using it—in reading and writing it?—I do—in composition.

3093. You know you acquired a marvellous command of the language yourself under the old system—do you think the present system is calculated to give any such command of it as that which you have, which, I must say, is simply marvellous, almost incomprehensible to me?—The answer to that question, your Grace, is this—that I certainly did not acquire that command of it while a student; I acquired it afterwards to a very great extent.

3094. Do you not think, at present, too much attention is paid to the small *minutiæ*—to what Professor Purser properly called abnormalities—not only for the pass boys, but even for the honour boys?—Yes, and I should direct questions in this to having a sound knowledge of the language—the power of reading it easily, writing it at sight, and so on.

3095. You have stated here more than once (I think you are under some misconception about it), that under our present system we do not allow the pass marks to count towards an exhibition, and you proposed a reform in that respect?—Yes.

3096. What do you mean by passing, as distinct from passing with honours?—Gaining 25 per cent.

3097. What do you mean by passing with honours?—Gaining 50 per cent.

3098. So that the marks below 25 per cent. are not pass marks?—They are not pass marks.

3099. The marks between 25 and 50 per cent. are pass marks, and not honour marks?—Yes.

3100. Do we not at present count those marks?—You do.

3101. Then you want us to count towards gaining an exhibition the marks that are not pass marks—that is what your suggestion really comes to. Our reason for leaving these out is that they represent only what is below the pass standard, something that might be called a smattering of the subject. Do you think it at all desirable that marks of that sort should count? I quite agree with you that pass marks ought to count, but they do count?—Except in this sense—that in order to ensure that a student keeps up his knowledge of the elementary facts you allow some recognition for these things. That is the only value I attach to it.

3102. But do they not get sufficient recognition by counting all his pass marks, even though they do not reach to the honour standard?—Yes, your Grace, I admit that.

3103. O'Conor Don.—Let me ask you one question?—I do not think you expressed an opinion as to whether the money given for exhibitions ought to be given to the students to do as they like with, or whether it would be better given in the promotion of his education. What is your opinion on that subject?—The view I take of that is this—that the money

given in prizes to boys is really money that has already produced its educational effect on them. They have worked with a view to that, and all their year's work has been done with that object in view; they look to that as a possible result, and if they get it they are rewarded. I think the educational result is produced the moment the exhibition is won. Now, whether any further condition should be, or even could be imposed on them by the Board, I really do not see. I do not know that the Board could compel them to devote that money afterwards to some particular objects, and not leave them or their parents quite free to use it as they please. I believe it is in sufficiently good keeping, being in the hands of the parents, because, after all, they have to spend the money on the pension of the boys, and if this money comes back to them as part payment of the money they have expended already, I think it is expended in educational purposes; and if students desire to spend it, and parents permit them to spend it on other things, I do not see what particular advantage would be gained by having any other special conditions attached to it.

3104. You seem to doubt that the Board could have the ability to do it. If it were made a condition that the payment should be made, not to the boy or his parents, but to the head of the school in which his education had been carried on, that would be quite possible, would it not?—I think it would, but I do not know that it would have the same effect. After all, boys will work better for something which they are to take themselves than for what is only going to the school; and it would have a better effect on them.

3105. In your view the payments are made now in the best manner?—I think so.

3106. Just one point upon this marking. You have proposed a rather elaborate system of checking the marking of the papers: would not one necessary effect of that be to delay the publication of the results that you are so anxious should be published soon?—If it would do that I would not adopt it.

3107. Are you not aware that at present a great deal of the delay arises from the marks not coming in until very late?—I am quite aware of all that.

3108. And anything that would have the tendency of making that marking more complicated, and render necessary the making of references from one body to another—would not that necessarily delay the publication of the results?—I suppose it would.

3109. You have suggested in answer to Dr. Barkley that one way of checking these papers would be to take the highest marks given upon any paper, and to take the lowest marks given upon any paper, and send those in to the checkers of the examination. Now, applying that to the paper upon which most comment has been made as having been a very improper paper—that arithmetic paper of last year—are you aware that upon that paper one student gained 100 per cent.?—Yes.

3110. And if that test, therefore, were applied it would be a test which would rather show that the paper was a fair one?—I should not say so, because there is always an exceptional pupil, and it would not follow because one pupil was able to score full marks that the paper was a fair one all round.

3111. But your test is to give the highest marks and the lowest; and in that particular case the highest marks would be 100 per cent.?—Yes, but that is a very exceptional case. I do not think you could point out many similar instances in the whole history of the Intermediate system.

3112. Mr. Justice MADDEN.—It occurs to me that there might be a means of giving the Board of Examiners some control over the marking without leading to the consequence pointed out by the O'Conor Don. It is obvious that if that control were exercised over marks in the current year, it would necessarily delay the publication, but it might be part of the duties of the Board of Examiners to have regard to the marking in 1899, and, if they saw any inequality in the papers, to communicate their opinion to the Board with a view to their future improvement in that respect?—Certainly.

3113. Rev. Dr. SALMON.—The opinion I formed on the paper in question was a great deal altered when I looked at the paper of the year before. Though there was considerable difference in the marking, there was very much less difference between the papers than I expected?—Just so, and that is why I mentioned the marking at all.

3114. CHAIRMAN.—I wish just to ask a question on this application of the value of exhibitions to the future education of the students. You are aware the Act of Parliament mentions the two words "prizes" and "exhibitions," and thereby draws a distinction between the two things. What in your opinion is the distinction between a prize and an exhibition?—An exhibition is a prize that holds out for a number of years, and a prize is a prize for one year only.

3115. That, you think, is the only distinction between them?—Yes; of course the value has something to do with it.

3116. Most Rev. Dr. WALSH.—But the prize comes simply as a payment?—A payment.

3117. CHAIRMAN.—Were you aware of the things that were known as exhibitions at the time of the passing of this Act?—Oh, yes.

3118. What exhibitions were you aware of?—Exhibitions in Trinity College.

3119. Well, take the exhibitions in Trinity College—those Erasmus exhibitions and others—were not those conditional upon the student remaining in the College?—Yes.

3120. So that it ensured his education?—Yes.

3121. Therefore, have we not in that use of the word exhibition an indication that we can apply it in such a way as to ensure his education?—Of course, you are a better judge of that than I am.

3122. You said when you were asked about it that you thought it an unfair thing to take it away from the boy. If you treat that merely as a prize for the boy irrespective of his future education, have you ever heard of prizes of such amounts as mentioned in this Act being given to schoolboys?—I think the prizes are very great.

3123. Have you any doubt that the reason of the amounts here is to enable the education that has so far proved successful to continue?—I should believe that would be the intention, but in practice I believe that the prize or exhibition has produced its educational effect within the meaning of the Act before it is obtained, and consequently that it has really produced the effect that the framers of the Act had in view.

3124. But are you not of opinion that looked upon simply as rewards for the students, to be retained by them, and spent at their will, the sums are enormously too large?—Yes, I think so.

3125. When I was in college, the prize for the first boy in the Junior Sophister Grade (that is the third year in college) was £4?—As a matter of fact, the senior exhibition is higher than the exhibition of the Royal University.

3126. I do not make any observations in reference to the Senior Grade, because there the word "prize" is used, and I think a different consideration comes in there, but with reference to the word "exhibition," you would not have any objection that a provision should be made that should ensure, at all events, education for the student during the next year?—Certainly not.

3127. Rev. Dr. TODD MARTIN.—As to that word "exhibition," have you looked into the use of the terms "bursary" and "exhibition" and "scholarship"?—Not in any particular way.

3128. Well, I do not think it is a very definite use myself. As to exhibitions in the Middle Grade, do you think the word "exhibition" there should have any different meaning from the word "prize" in the

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Senior Grade?—The only difference I can see is that one is for one year and the other for two.

3129. Suppose an exhibitioner who has passed the Middle Grade enters college, is not his exhibition for that year a prize merely, just as the Senior £50 is a prize?—Quite so, if he does not continue on next year.

Rev. Dr. SALMON.—May I remind you that when this began they were understood to be exhibitions. An exhibition in college is paid quarterly. When we began we only paid this half-yearly; they were only exhibitions and not prizes. We could then make conditions for paying the second half year, and, of course, as long as it is an exhibition, we can do that. We have turned them practically into prizes by making one lump payment, but that is an innovation which we are not bound to continue.

The witness withdrew.

Miss H. M. WHITE, Lady Principal, Alexandra College, Dublin, examined.

Miss H. M White.

3130. CHAIRMAN.—You have been for many years the Principal of Alexandra College in Dublin?—I have.

3131. And you are Vice-President of the Central Association of Irish School-mistresses?—Yes.

3132. You were formerly a student of Newenham College, Cambridge?—I was.

3133. You have sent in a joint paper with Miss Oldham, who is the Honorary Secretary of the Central Association of Irish School-mistresses, and also a separate paper of your own?—I have.

3134. And Miss Oldham has explained by a letter in the commencement of the replies the attempts which were made to ascertain the views of all the Irish school-mistresses of Intermediate schools?—Yes. Has she mentioned that we had a large meeting at the Alexandra College?

3135. Yes. Now as regards the practical working of the system, in your opinion has it any advantages, I will bring you to the defects afterwards?—I think it has had great advantages; I think it has stimulated the activity of schools, and given endowments which were very much needed, and what is highly important, it has introduced a better programme into the girls' schools. I think many of the subjects which are now taught and well taught in girls' schools, at the time the Intermediate Act was passed were not taught at all, and there was no means of testing those subjects

3136. So far as the teaching of girls it has had manifest advantages, and has improved the character of the education in girls' schools?—Yes, I say generally, yes, we will come to the defects afterwards.

3137. You have observed a number of defects?—Yes.

3138. Will you kindly state those defects in detail?—I have said that the tendency was to over-pressure, I think the amount of memory work required was quite terrible, and it was due in a great measure to the character of the papers. I have brought down illustrations of the kind of questions to which I object. Questions like these were asked in English: "How old was Coleridge when the 'Ancient Mariner' was published?" That seems a perfectly harmless question; perhaps I don't myself see its educational character, but it was not harmless in its effects on the teaching of the schools, because such questions mould the future teaching—what that meant in future was that every child would have to know the date at which every work was produced, and the trouble was something enormous. I was questioning one of our history teachers, a woman of great ability, and she said for the first two terms she could get the girls fairly to follow her, and she taught them in defiance of the system, but when it came to the last two terms the girls armed themselves with "Curtis' Outlines," and said "Pray do not teach us those things, because we won't be asked them." As an instance I brought down the papers of 1894.

3139. You may read any of the questions you wish?—You see if the girl was taking only history, or only English, it does not matter, but when you think that she has to be responsible for all the irregularities in Latin and French grammar, and for mathematics also, besides the 300 cookery receipts in domestic economy, it comes to be something terrible the amount of mere memory work. We will take the Senior Grade of 1894, there is a period that I think all the Board will admit was very important, it is 1714 to 1837, this is in Irish history and English history, and an immense amount of matter has to be got through, yet all the questions the examiner could find to ask on that period were four. The first two questions I don't object to. Then we come on to "Give the dates of the following battles." I don't know what the Board may think as to the importance of Ballinamuck, but we find it the first battle named here. What does that mean but that children will just get Curtis' Outlines and look at the dates they think most important and learn them. Then we come on to the next question, "Give the dates of the following:" the events were very important themselves, but I cannot see that the important thing to ask about them was the date, and it was fostering so terribly this system of a gigantic mass of memory work that strained girls most severely. Now we turn to the Middle Grade history paper and there is not quite so much reason for quarrelling with it, because there were five questions, but in the other instance there were only four on this important period. The seventh question was "Assign one important event to each of the following dates." Then come dates that my knowledge of history does not lead me to think are important, with the exception of two, those of the Union of Scotland and the Battle of Oudenarde. What particular matter does the exact date make, and questions of this kind foster a most injurious style of teaching. Question 8 commences with "Give the date of Landen?" Of course Landen was a very important battle if we are studying continental history and the relations of William of Orange and Louis XIV., but what on earth use is it to a girl to know it was fought in 1693, it means that these unfortunate girls had to get off the date of every battle and the dates of the different works of each author. Dr. Katherine Maguire, who, from a health point of view, was very much interested in this point, read a paper for the School-mistresses Association, and in order to prepare this paper she sent round to several of the girls' schools in Ireland and obtained from them a time-table of the number of hours requisite for preparation. I have brought down here the exact statistics, because I thought they might escape my memory. She got the time-tables from various schools. One time-table I am sure will interest the Board, because there is no time whatever given for recreation, it was given by one of the pupils of a boarding school.

3140. You might read it out?—"A day at school. Rise at 7.15; bedmaking to 7.45, prayers, 7.55; breakfast, 8; leave for school, 8.45: preparations or extras, that is music, &c., 8.50 to 9.30; lessons, 9.45 to 11; lunch, 11 to 11.15; lessons, 11.15 to 1.45; dinner, 2; back to school for extras, music, 3.5; tea, 5.30; preparation, 6.30 to 8.30; supper and prayers, 8.30 to 9, bed." That was the sort of thing deemed necessary to prepare for the Intermediate. I don't

say that in good institutions these things are done, because the heads of good institutions—in which class I suppose we should all place our own—and the staff try to mitigate these evils and to fight against them, and we did our best, but we found it a hard fight, because if the girls were to do well at the Intermediate this sort of thing, learning details, appeared to be absolutely necessary. Dr. Maguire found that in these schools the average working hours were from 8 to 9, in four schools it was $9\frac{3}{4}$ to $10\frac{3}{4}$; in few schools did they fall below 8, so that these unfortunate girls must have had a severe strain upon them.

3141. I understand from you that the character of the questions set in the examination papers not only rendered it difficult for the students to pass, but it had an injurious effect upon the character of the subsequent teaching?—Absolutely, without doubt, I think it tended to change the teachers into grinders, and I draw a very great distinction between a teacher and a grinder—a grinder is one who by a particular time has to get a certain amount of facts into a pupil's head, and a teacher has to develop the pupil's faculties.

3142. You consider a grinder and a crammer the same thing?—I do.

3143. We had some eulogy of cramming yesterday. I shall ask you whether you consider cramming or the old-fashioned mode of education to be the true mode?—I think the old, decidedly. I think with Bishop Butler, that information is the least part of education.

3144. You want to train the faculties?—Yes.

3145. I see you also mention as a fact that the system tends towards a neglect of aspects and subjects of education that cannot be tested by examinations?—Yes. I have brought statistics down, proofs from the published results. I find this year, I am dealing exclusively with the girls: 91 girls passed in the Senior Grade Intermediate, I find of those 91 girls 7 only took botany, 5 of whom were prepared in our own college, 2 took natural philosophy, and none took chemistry, which I think would be considered in English High Schools an appalling state of affairs, if that represented the science teaching of the country. I turn to 1882 and I find in the Senior Grade 94 passed, 26 had taken botany, 34 animal physiology, 29 natural philosophy, and 5 chemistry, so I think the retrograde movement from 1882 to 1898, which occurred in these subjects, most melancholy. Animal physiology was taken away afterwards from the girls' programme. I think that is a great loss, but that is a matter of opinion. The domestic economy put in to take its place is a very poor subject and tends to add to this memory work, because a great part of it consists in learning off these cookery receipts. I have known a great many good cooks and housekeepers, but I have never known them to cease consulting their cookery books and to rely on the receipts they have learned off by heart. And I have not been able to see the connection that exists between cookery and sanitation and investments, they are excellent things in themselves, but I have never seen why they should be joined together and taught in this way under the ambiguous title—domestic economy.

3146. In result you found it tended to produce a neglect in science teaching, in the speaking of modern languages and in the quantities in ancient languages, that could not be well tested by written examinations?—I should rather be inclined to say the death of science—would you not say that from the results I have read out? About modern languages—a most amusing example of the way in which they are learned for the Intermediate came under my notice recently. A country girl came to me, who had obtained high honours in the Middle Grade. I said, "I better put you into the Senior Grade French Class." She said, "I cannot understand one word that is spoken or understand it when it is read." "Will you go to the Middle Grade?" "I am afraid that would not do either." I had to put her into the lowest French class in college, and in the end her presence caused such merriment that it was with difficulty she was kept in it.

3147. If you asked her the French of "yes" what would she answer?—"Oi" or something of that kind. I put her into the class of a Frenchwoman, who was in absolute despair, three classes below the Middle Grade; she always disliked the Intermediate but this gave her a further theme to expatiate on.

3148. Passing from the tendency of the system to the actual facts resulting from it you would say from that and other instances that the pronunciation of French is absolutely neglected?—I should say it was infamous, no French person would understand it.

3149. And that in the case of girls who had passed high in the Middle Grade?—Yes, but that does not apply to girls going from our own school, where they are taught by a Frenchwoman, but that applies to stray girls coming up from the country, and I am much less likely to come across such instances than other schools, but all say the same, that these girls cannot understand a word a French person would say.

3150. Can you give us any instance of an injurious mode of teaching practical science subjects?—I think so. Take the subject of botany, that you have encouraged for girls, though you have not for boys. The girls for the Intermediate need not necessarily know anything of the subject practically. We supplement that with a practical department, and offer scholarships to girls who will do the work. It was merely book knowledge that was required, there were no flowers sent to them to identify.

3151. Did the neglect of the quantities of the ancient languages come under your own observation?—No, but I have heard a great deal about it from our teachers, they told me that they thought that the pronunciation, was, in the French, quite unintelligible, and in translating the candidates often appeared to have learned their translations off by heart in many cases, and not to know the translation of each individual word; many of our teachers told me that they believed that the candidates did not know where the passages began and ended.

3152. I observe that you also say that the system does not arouse interest or enjoyment in the subjects of study?—I think that is obvious, when the pupils are armed with Curtis' Outlines, and the teacher begins to read them a passage about the character of some man, they say "Stop, we will not be asked that." Froebel and all the best masters say you should never tell a child anything it can possibly find out for itself. Then, of course, another form of literature that is studied and restudied is the old examination papers.

3153. I suppose there must always be some defects, more or less, in any system of examination for payment by results, or at least there is always in such a system a tendency to lead to injury, is not that so?—I should say more than a tendency, I should be inclined to say almost a certainty, it seems to me it has been abandoned in most countries and I don't see why we should keep it here.

3154. Are you aware of the history of the result system in other countries?—I only know it by hearsay. It has been frequently stated in papers read at our Association that it has been abandoned elsewhere.

3155. Except in the British Isles and in our Colonies; and it has almost ceased in England and Scotland?—Yes. There are many current stories of the evils like that of the boy who put himself up to auction and went round to school after school, and got a higher sum at each until he finally sold himself for free board and clothes and £20 a year pocket-money.

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But I can tell you what happened to my own knowledge. A girl entered with me and went through all the formalities, and then she wrote to me on the declaration of the results of the Intermediate that she had been offered free board and education in a school, and she declined to come to us. A lady, a leading member of the Schoolmistresses' Association, told me that when she receives pupils from a certain part of the country the parents always deduct the probable sum that she will earn in results fees. I am glad to say I don't think things like that are as rife in Dublin as elsewhere; none of these seductive offers have been made to me. I was sent on a paper from the North, in which a schoolmaster advertised the amount he had returned of the results fees to each candidate:—To Mr. A., returned so much; to Mr. B., returned so much. I think the results fees have been used to endow parents who are perfectly well able to pay for their children, and to induce pupils who ought to be at a primary to come to secondary schools, by reducing the terms. I have heard all sorts of instances of this rivalry among schools, which I think is very bad. Last year we drew up this memorial, which we sent round to each of our members, and tried to get them to sign it. It was very largely signed, but not by all our members:—"We, the undersigned members of the Schoolmistresses' Association, desire to draw attention to, and to express our disapproval of, a practice which we have reason to believe is becoming prevalent in this country, and which is both injurious to education and dishonouring to the teaching profession. We allude to the practice of heads of schools and colleges offering to parents free education, or education at very reduced terms for their children, if they have ability to win prizes and high results fees under the Intermediate system, and will enter for the examinations. It is manifest that this is injurious to the best interests of education, as parents will be increasingly unwilling to pay adequately for their children's education if in some cases they can obtain it for little or nothing. The benefit of endowment, which it is the object of the Intermediate system to confer, will thus be nullified. Again, it is dishonouring to the profession, as it is a direct injury to schools where such pupils have previously been educated, and which are thus unfairly deprived of some of their best pupils. We desire to protest strongly against this evil, and to express our determination both to avoid it in practice ourselves, and to use our influence in every way to discourage it. We appeal to all heads of schools to do the same, and by a unanimous agreement among teachers to maintain the status and benefits of our profession, and to put an end to a practice disastrous to the best interests both of scholars and pupils."

3156. That was very numerously signed?—Yes, we felt the evil so strongly, and it came so much under our notice, that we determined to make a determined stand against it.

3157. I have suggested to you that injurious tendencies are necessarily incident to every system of payment by results. In your opinion, are they increased when the examination necessarily must be by written papers without any oral questioning?—Very much.

3158. Do you attach any importance to a freedom being given to a teacher of a school to adopt her own means of instructing her pupils without being very seriously fettered by a programme?—I attach every importance, because I think all the best teachers have individual methods, and if there is too much cram, or they are too much restricted, they cannot produce the best results with their pupils. The history teacher, to whom I alluded, has taught all along in absolute defiance of the system, not keeping down to these hard and fast rules.

3159. I believe it is well known in the history of education that it is often the head master or head mistress that makes the school?—Don't you think so—Arnold, of Rugby, Miss Clough at Newnham, Thring at Uppingham, and many others.

3160. And Mr. Turpin, of Middleton?—Yes.

3161. Do you think then the evils necessarily incident to payment on results of examinations conducted wholly by papers are again further increased when that one examination must be general throughout the entire country, and therefore must, to a certain extent, restrict the liberty of every Intermediate school that comes in under the system?—I do; and I also think that when the results are made up as they are at present, that very much increased the dangers and evil, it certainly increases the rivalry between schools, and gives rise to this unfortunate tendency to tempt pupils from one school to another, which is bad in every way—bad for the pupils and for the school. I think the way the results come out at present is bad.

3162. I believe that, as far as you are aware, there is no educational system in England, Ireland, or Scotland, in which the Results pamphlet gives so much information as does that of our Board?—I know none.

3163. Now, the publication of results has, necessarily, two effects—first, it has a useful effect upon the teacher, because it enables her to know the position of her own students; could not all the advantage gained by the teacher in that respect be accomplished by her being privately sent, from the Intermediate offices, the results in relation to her own students?—I think so, I am not sure that she gains anything by knowing how her students stand as compared with the students throughout Ireland.

3164. No, but by knowing their exact marks?—Yes; for instance, any student in the Royal University can find out her marks by asking for them. I think it is an advantage that they should be obtained privately.

3165. If there were a change in the system, and provision was made that the Board should send to the head master or head mistress the marks of every student that came from that school, do you think that in that way the teacher would get all the benefits he does from the present system?—I do, decidedly.

3166. Now, I come to the information that is obtained by the teachers as regards the marks obtained by the pupils of other schools; in your opinion, is that of any real educational value to the teacher?—I think it is not.

3167. Is it injurious, in your opinion, as unduly affecting competitions?—I think so.

3168. And inducing efforts on the part of some teachers to take promising pupils away from the schools of other teachers?—I think so, and offering to take them at very reduced terms, hoping to recoup themselves on other students that would come in, owing to the long list of distinctions obtained by their students, or in the results fees; the results fees earned by the Senior Grade is £30.

3169. You have observed the comments in the newspapers every year on the result of the examinations. On the day after that on which the Results pamphlet is published the newspapers are able to compare all the schools, and the first thing they do is to arrange the schools as distinguished from the pupils in order of merit?—I think that is most unhealthy, and has led to a great deal of the bad competition in connection with the system.

3170. Of course you cannot prevent the head of the school publishing as an advertisement his own school results?—No.

3171. You observe that frequently, in the London *Times* crammers and grinders for the Civil Service and Sandhurst advertise their successes?—Yes.

3172. But then they have not the opportunity of comparing their results with the results of other schools in the minute way in which they have under our system?—I think that would be very advantageous,

and the trouble and the expense would fall on the school, and they would not be able to say—"My school stands first"

3173. They would be able to show only positive merit, not competitive merit, as compared with other schools?—Yes.

3174. You have been good enough to suggest alterations in the system, and in suggesting these alterations you may speak most freely, irrespective of whether these alterations would necessitate a change in the Act of Parliament, because from the frame of this Commission we have the power to recommend a change, although it may involve an alteration in the Act of Parliament?—Yes, I may speak of the system I think best.

3175. Will you take your recommendations in the order you think most convenient?—Is that my own or the Schoolmistress' Association?

CHAIRMAN.—You may take whichever you think most convenient.

Rev. Dr. SALMON.—Suppose you take your own first, and then if there is anything to be added.

3176. CHAIRMAN.—You join in all these?—I do.

3177. And approve of all these?—Yes.

3178. As far as I can see everything that is in your own paper is also in that of the Association. I shall ask you as to each whether it was you who suggested it?—I am in perfect accord with those.

3179. The first is the abolition of the Preparatory Grade?—I think the girls too young at that age to be put into that severe strain of competition. Another thing is, I am afraid by the time they have gone through this mill their faculties are inclined to be used up, they are tired—they are not inclined to go on. Most of my girls go on to the university, and I have that end in view for them, but they are inclined to be a little tired and listless, and it is quite usual with us for a girl to ask to rest a year after the Senior Grade instead of going on to the university. We had one amusing case in which a girl married prematurely after passing the Senior Grade. She was asked why she took the step and she said, "To escape further examinations."

3180. And you think that an undesirable result?—Oh, no, I do not.

3181. I quite agree with you, if I may say so, as to undue competition among younger students. What would be your view if we abolished competition in the Preparatory Grade, and had for it only pass questions of such a character as would test true education as distinguished from cram? Would you approve of the Preparatory Grade being retained?—I deal chiefly with the Middle and Senior Grade, and perhaps the opinion of other people would be more valuable. My own opinion is against the Preparatory Grade. I don't like to have children examined too young.

3182. Rev. Dr. SALMON.—The importance is that many teachers wish to be paid for instruction?—I think that probably is the idea. They don't wish to have the Preparatory Grade abolished because they receive payment for it.

3183. And they consider this good elementary education is a necessary preliminary to a higher education?—My idea would be that inspection should be introduced, and that they should be paid on inspection.

3184. CHAIRMAN.—Capitation on inspection?—Yes; and I should object to these children having the strain of examination.

3185. Rev. Dr. SALMON.—How would you discriminate on the capitation?—I think if the inspectors went round, and were satisfied the school was doing good work, they could award the payments on any system they wished.

3186. If you pay by numbers I want to know how are the numbers to be estimated, is it by the numbers of those who are learning something?—I should hope all in the class are learning something.

3187. How would the inspector know that?—Could he not call up any boy or girl, and if he found a great many who could not do anything he might think the education was doubtful.

3188. If the majority could do something would you pay him for the minority as well as the majority, whether they could do anything or not?—I would, because he might be doing his best for them.

3189. CHAIRMAN.—I suppose that often in most schools, except in the very advanced classes, there is a class with a minority of, say 20 per cent., that is not very forward?—It does.

3189A. A capitation fee of four-fifths of any given amount upon the entire class attending would practically be the same thing as a fee of the given amount upon the entire class *minus* 20 per cent.?—It would.

3190. In fact that course would be a mode of arriving at the amount to be paid in fees without the examination?—Yes, you see now; take a college like our own, there are about 125 girls who would be of age to go in for the Intermediate, what happens? Twenty-five go in; the strain of examination is so much, parents dislike it and object. In fact the examination is in many things made too difficult; one would sometimes think an edict had gone forth that as few should pass as possible. I have brought down the Middle Grade arithmetic paper of last year—a perfectly impossible paper.

3191. There seems to be a general opinion as to that paper. It is said that the questions were conundrums and that the greater number should be solved by algebra, not by arithmetic?—Yes, and it would have taken the girls hours to have done it. I am familiar with the papers of the Cambridge Higher Local, that is for girls over 18 while this is for girls under 17; the Cambridge paper is divided into two. Almost all the questions in this arithmetic paper would be in part 2 which is not intended for the generality of girls, being purely mathematical.

3192. About how many young ladies have you who are within the Intermediate examination ages?—Roughly I would say 150.

3193. Of those 150 about how many presented themselves?—About 25.

3194. Only one-sixth?—That is all; the girls who found the Intermediate too great a strain took up the examination for women in the University of Dublin—a great many of them go in for that—and in many ways I think the examination is carried out in a way that is better and more suited to them. History is made a separate subject, and exactly the same amount of marks is assigned to it as English literature. In the Intermediate history is unfairly dealt with, 250 marks are assigned to it out of 1,200, and the system militates against the proper teaching of history. The other girls don't go in because their parents say they don't wish them. I think a great prejudice has arisen in the country against the Intermediate, it is felt that the system is bad. I don't say in all instances where they were taught the children were injured; in fact very excellent teaching was carried on under the system, but the parents have begun to distrust it, and a dislike has arisen.

3195. As to the Alexandra school?—I am afraid I cannot speak of it—the College and school are divided.

3196. Well, in the case of the Alexandra College you are paid by the State for teaching only one-sixth of the students you actually teach, and who are within the purview of the Intermediate Education Act?—A few more may be in the classes, but they enter the classes with the distinct understanding that they are not going in for the examination. One year we sent in thirty.

3197. Is it a very general direction on the part of the parents that their children shall not be allowed to go in?—With a great many it is, except in the case of a very brilliant girl who may be able to get an exhibition, or in cases in which parents would like their children to go in for a public examination.

3198. Does that direction often refer to young ladies of sufficient ability to stand the test usual for ladies of their age?—All the girls going in for the

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examination of the University of Dublin could well go in for the Intermediate, but it is made difficult and puzzling, and hard for candidates to do the papers.

3199. Do I understand you that you have different classes for such of your students as do not intend to present themselves for examination?—Yes, but our classes are all well filled.

3200. Are those classes taught in a different way from the classes going in for the Intermediate?—No; they have not so much to make up.

3201. I don't suppose you weight them with so much memory work, such as the date of the battle of Ballinamuck?—No, I think they feel much less oppressed with this kind of thing.

3202. Your next recommendation is as to the Senior Grade, and you suggest in that the extension of groups of subjects, in other words, liberty to specialise?—Yes, I think that is rather formed on the idea of the Cambridge higher local; you take either one or two groups of subjects, and when you have completed your number of subjects you receive your certificate, and I fancy the education would in that way be much more valuable.

3203. You suggest four groups—classics, mathematics, modern languages, and natural science?—Yes, those are very much the groups that are in Cambridge examinations. I have always felt it a great pity that arithmetic could not be made a compulsory subject for girls, but as arithmetic was examined in it was impossible.

3204. Do you think arithmetic ought to be made a compulsory subject for all students?—I do.

3205. But that then there should be a straightforward examination, no puzzles, but, for instance, long columns of addition of money, and subtraction of money, multiplication, &c., &c.?—Yes, I think the arithmetic papers given in examinations for women held by the University of Dublin are extremely good.

3206. You would not expect us, under the Intermediate, to give quite so hard papers as in the University of Dublin?—The papers in the University that are given for the examination of women are not difficult at all.

3207. Do you think this system of specialising ought not to commence in the Middle Grade?—I think I should not commence until the Senior Grade, that we may know what the tastes of the students are; it is only as a girl advances in her education that you begin to know what her tastes are, and I think the Middle Grade would form a very good basis of a general education.

3208. You next suggest the addition of some physical science subjects, at present absent from the programme, mechanics, botany for boys, physiology, physiography, and zoology?—Yes; those are ordinarily included in the girls' high school education in England. It is a pity that mechanics is not taught to girls, because it is an obligatory subject at the matriculation examination of the Royal University.

3209. You would treat mechanics mathematically?—Certainly. I have never been able to see why botany was left out for boys, because it forms part of a medical course, and it is extremely useful for boys.

Rev. Dr. SALMON.—I have something to say to you about that presently.

3210. CHAIRMAN.—You suggest making general history a subject?—I am very strong on that point.

3211. Instead of the scraps of history that are contained in various groups?—Being a history student myself and having submitted the history papers in the Intermediate to many of the Cambridge teachers they are simply appalled at the way in which history is treated. The history in the higher local is made a very useful and good subject. I think it is a very great mistake for a girl, she cannot possibly learn under the Intermediate system any modern European history, and if she does not learn Latin and Greek she is quite ignorant of ancient history.

3212. There is a group of subjects including history in the Moderatorship examination at Trinity College?—And also in the Royal University.

3213. And in the higher degrees of the Royal University—the Master of Arts?—Yes.

3214. You next suggest the revision of the marking, giving higher marks to the physical science subjects?—I have pointed out here how science seems to have been killed, driven out, and I think it is simply because it has not paid, 300 marks in botany for instance is not a generous allowance. Two students only taking natural philosophy, I think is very sad, particularly as any girl going on to the Royal University must take natural philosophy in her first examination in Arts.

3215. You suggest that as far as possible we should make the natural science examinations practical?—Is it much use without it?

3216. I was about asking you that question, because I have heard from more than one witness here during the course of the last week that it can be; what is your opinion?—Absolutely not. Dr. Joly has taught natural philosophy at Alexandra College, and the first thing he asked for was a physical laboratory, it was impossible to go on without the appliances for showing at all events simple experiments. And the same thing in botany. I cannot imagine any teaching of any real value that is not practical.

3217. You also suggest reforms in the appointment of examiners—"Only members specially and highly qualified (with publicly recognised credentials) in the subject in which they examine to be appointed." "No examiner who has not had experience of some length in teaching pupils of the same age as those he is employed to examine to be appointed." I quite agree with the first; but I have some little difficulty about the second, and it is this—of course we cannot have as an examiner any person who is actually engaged in teaching students who are to present themselves for the examination, nor any teacher who is interested in a school which sends in pupils for examination, and necessarily we must change our examiners from time to time, or the examinations might run in the same groove. I find some difficulty in seeing where we should be able to obtain persons who had been teaching in Intermediate schools to act as examiners for us for three or four years, except either those who had been failures, which would not do, or those who had passed the age for teaching; and persons of the latter class, no matter how competent could not do our work, which involves the examining of a thousand papers—that is the only objection that presses me on this point?—I thought that the payment might be made so good as to make it worth a teacher's while to accept the post. Many teachers in full vigour and strength are a little tired of teaching, and if they were well paid they might like a rest from it for a couple of years, and dissociate themselves from the schools and devote themselves to examining.

3218. I thought it was rather the other way. Some persons have brought complaints against us that we pay our examiners too highly. We do not think we do; we pay £100 for the examination of a thousand papers in what we call a first-class subject—English, Latin, or Greek?—Supposing it was raised to £200 it might be a nice rest for a teacher for the time being who had been intimately associated with teaching. I can think of instances of men and women who would make admirable examiners, and probably would accept the conditions.

3219. Your last answer as to men and women brings me to your fourth suggestion, in which I entirely agree. It is the appointment of a larger number of women as examiners, "such women to have had practical experience in teaching, and to be highly qualified, and to possess public diplomas in the subjects in which they examine." I suppose there would not be as much difficulty in obtaining ladies of that description as men?—It would be easier to find the ladies, for, as a rule, they are not as well paid.

3220. Is there any other matter you would wish to mention in reference to these subjects?—I should only

like to say that I should highly deprecate any different programme for the girls. I think it would be an altogether retrograde movement. That whole matter was fought out in 1884. I brought down the memorial that was then presented to the Lord Lieutenant. It was suggested that the programme should be divided, that girls should have programme B, in which the solid subjects should be marked down, and music and the lighter subjects be marked up. All the best women educationists protested against it, and then the boys and girls were put on an equal footing, and I feel it would be an extreme injustice in every way to alter this now. Sir Joshua Fitch has said that mental culture is just as needful to a woman as to a man, because she has to live her life, and how she lives it depends mainly on the things that she cares for, the breadth of her intellectual sympathies, her love of truth, her power of influencing and inspiring the minds of others. I think it would be an injustice to girls to mark down these subjects, because they would not then be taught to girls. It seems to me as if some of the witnesses have wished to bring down secondary education to the primary level.

3221. You will not take me as at all depreciating either the intellect or the intelligence of young ladies, but are you exactly accurate in saying that they are now on an equal footing with boys—they do not compete with boys. Your argument, logically pressed, goes to the extent that they should compete with the boys?—I would infinitely prefer they did that than that there should be any programme B.

3222. Take the grammar school course. I suppose it is essential that a young lady who looks forward to education as her profession in life should take that course?—Absolutely.

3223. Therefore, it is absolutely necessary that ladies should have an option, at least, of being examined in all the subjects which can be presented by boys?—Yes, I should make the course wide, I should not prescribe it—I should let the girls take what was selected for them by their parents and the heads of their schools; but I think a separate course would be extremely bad and unwise.

3224. Supposing girls were left free to compete with boys, what would you say to having an alternative and optional programme for girls?—I don't like the idea. It does not appeal to me. I don't see the advantage. Girls have to do the same work now that medicine is open and all the degrees of the Royal University. In England boys and girls in the best secondary schools are placed on absolutely the same basis as regards their curriculum. I don't see why we should, in the Intermediate, place them on a different footing.

3225. I quite agree with you as regards ladies who are going in for the higher culture, who are looking forward to following the profession of teaching—who intend to enter a university, or instances of that sort; but you see, there is another class of girls in the country who are not looking forward to becoming teachers, and whose education should be that suited to an ordinary leisurely person. There are a number of those who do not go in at present for this examination, and it would be a great object if they could go through a scholarly course of learning, although not, perhaps, quite as high as that in the programme for boys?—I don't care for the idea. I think if the course is made wide the girls can choose the course that is best for them, or their parents think best, or the heads of schools. I don't like lowering the standard. It would place Irish girls at an immense disadvantage as regards English girls.

3226. Surely Irish girls are far superior to English girls, is that not so?—Perhaps we should not praise ourselves.

3227. You are aware that we are trying to consider all the difficulties suggested to us, and that many girls do not present themselves at these examinations, for instance, a number of Roman Catholic girls do not?—The success of the Roman Catholic convents has been perfectly wonderful, there is nothing I feel more pleasure in observing, because I believe that it indicates the whole level of education has risen. Some of my teachers teach at the convents and they tell me how immensely interested the girls are in their work.

3228. And the new college of St. Mary's, Merrion Square, has done very well?—Yes, its results are perfectly splendid, and I think the object of trying to lower this programme is that schools that are not Intermediate, that are not secondary, may get some of these results fees.

3229. According to my view only a small minority of the convents send up their students, and I have reason to believe that this is caused not by any lack of teaching but because the matters included in the programme at present are not exactly useful to their students in after life?—Is not English a very good programme?

3230. English and French, but you would hardly get exhibitions by those subjects; I do not wish to press you; all I wish is to ascertain your opinion?—My opinion is very strong, and I highly deprecate the introduction of needlework, for although I thoroughly appreciate needlework in its proper place, it forms no proper part of a programme of secondary education. Is not needlework part of the primary programme, yet I have never found a housemaid who could do a stitch, although they are educated in primary schools. Only this very day a member of our Schoolmistresses' Association received a letter from a girl in a school, where she said needlework was obligatory, and had injured her eyesight, and was no use to her.

3231. Now, I come to a matter on which, I am happy to say, we entirely agree, the careful revision of the examination papers by experts in each subject. You suggest that there should be a Board of Examiners, and I suppose that you would prefer that that Board should have rather more permanence in its members than that of our ordinary examiners?—Yes.

3232. You suggest that "the papers should be made suitable to the average age and capacity of the children taking them"?—That is obvious.

3233. That fewer questions testing mere memory should be set, and, as an example of that, you would give us Ballinamuck?—Yes, and the date at which Coleridge's "The Ancient Mariner" was published.

3234. You also suggest that the number of exhibitions should be increased, at least, in the Senior Grade?—Yes.

3235. I quite agree as to increasing the number in the Senior Grade. Do you think that it ought to depend more on the merit reached than on any percentage on the number passing?—Certainly, it is much fairer.

3236. It has been suggested that in the Middle and Junior Grades, for the purpose of encouraging teachers to bestow attention upon students likely to pass only and not to obtain exhibitions, the number of exhibitions should be limited to a prescribed percentage of the pass students?—I should not think it would have that tendency at all; I think always the tendency would be to bestow attention on the girls who were clever enough to get the exhibitions.

3237. You are, I am glad to see, in favour of a provision that exhibitions and money prizes should be expended in furthering the students education during or immediately after the school period?—Yes.

3238. You think that better than buying a pony or a bicycle?—I am rather glad when they buy a bicycle, because it may help to relieve the strain and over-pressure, but I do not think what they gain at the Intermediate should be spent on that.

3239. You also think that a special prize should be given in every subject to the candidate attaining the highest number of marks in that subject?—Yes.

3240. Of course it is a difficult matter when each of several examiners must mark a thousand papers in

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the same subject, it is difficult to ensure perfect correlation between them, the personal element comes in there?—Yes.

3241. The method in vogue in our system is that when a certain number of papers have been provisionally marked by each examiner in the subject, all the examiners meet and compare together the marks they have given, each examiner reading the papers marked by his fellows, and they then agree upon a common standard and as far as possible act upon it in marking the papers?—Yes.

3242. Does it occur to you that under the present system there is any better mode than that of getting over the difficulty?—No, I think it is a difficulty, but I could not suggest anything better.

3243. I have a suggestion to make to you as to the marking of examination papers. It would be a matter of considerable importance if all the papers in one subject in one grade were marked by the same examiner?—Yes.

3244. It would introduce an additional element of fairness?—It would indeed.

3245. Which cannot exist in our system at present?—Yes.

3246. Now, if there were one paper of questions for pass students and a separate paper for competition students the only difficult answers to deal with would be those of the competition paper?—Yes.

3247. Are you aware that, in the London University, pass papers are often marked by assistant examiners; any paper that they think nearly approaches to the pass mark, but does not reach it, and also any paper which passes the standard by a very few marks only, being brought to the one head examiner and considered by him?—Yes.

3248. Now, you see that if our papers were divided into pass and honour papers we might adopt that course of marking?—I should like very much to have it done; we have not recommended it here.

3249. Do you think that that would be an advantage?—A very great advantage.

3250. It would have this advantage, that the number of competitors for honours and exhibitions in any one subject would, if ever, rarely exceed a thousand—in many subjects it would not approach that number—and that would enable all the really important answers—those of the competition candidates—to be marked by the one man?—Yes; and another thing, do you not think if the examination was made more reasonably within the reach of the girls, a great many of the girls to whom you allude would take it, and many of the girls with us would take it?

3251. As you are examining me instead of my examining you, I must say I agree with you. Now, I come to the really important question. Do you, with all your experience of this system which makes the State aid to schools depend upon the results of this examination, necessarily confined to writing and necessarily extending over the entire country, do you think that it is the best system that can be devised?—I think it is about the worst possible.

3252. Will you have the goodness to tell us what system you can suggest in substitution for it?—I would suggest inspection, you told me I was to speak quite regardless of the Act, I would have inspection and I would also have the girls who wished go in for exhibitions and for a public examination—because I find it has a good effect, I had girls with me who were doing nothing and I encouraged them to go in for the Intermediate, and it had a most stimulating effect. But I would have absolutely no results fees depending on it, for as long as the students can be regarded as money-making machines there is a tendency to use them as such.

3253. You regard the matter to be paid for under the Act to be efficient teaching?—Yes.

3254. Are you of opinion that efficient teaching can be more truly ascertained by accurate inspection of the modes of teaching by the school than by the result of an examination into which the additional element of the intellect of the child is necessarily introduced?—I can have no possible doubt of it.

3255. You will pardon me for having asked you the question, as you know that we have had some witnesses that don't quite agree with you?—You see whether the class is interested, you see the method the teacher is employing, even if you look in at a class you see whether it is following the teacher, you see how the lesson is presented, whether they are being taught from Curtis' Outlines, for instance; in my opinion there can be no doubt whatever on the subject.

3256. If you were an inspector, would you have any difficulty going into a class of girls and either by directing the teacher to ask them in the ordinary way of a *viva voce* examination, or by asking them yourself, or perhaps by dictating a few words for translation into a particular language, French or Latin, would you have any difficulty in determining in a short time whether the teaching in that school was good or not?—None.

3257. And in determining whether the general bulk of the students had attained the average of intelligence that they ought?—I should feel no difficulty whatever, and I think any good inspector would not find a difficulty.

3258. Will you kindly now tell me the subject matters to which you are of opinion an inspector should direct his attention?—They would be very numerous indeed. He should first inspect the school buildings, then the time table, to ascertain there was sufficient leisure for the students; he should see that that they were properly taught, and what books they were using. If I were to draw up rules for the inspectors they would be very long.

3259. The time-table might be approved of by the Board, and made a condition precedent; he need not look at that?—Yes.

3260. And the programme might be approved of by the Board?—Yes.

3261. In the same way the inspector, though he might inspect the building, would not look at the dormitories?—I spoke of a day school.

3262. But above all he should ascertain the methods of teaching?—Yes, that is the main point.

3263. And whether the methods of teaching exhibited before him had, in fact, the effect on the students which they ought to have had?—That is what he should look at.

3264. Is there any other matter in relation to the subject matter of the inspection you wish to mention. I will come afterwards to the qualifications that you think the inspector ought to fulfil?—I think, of course, in things like modern languages, it is almost necessary to have inspectors to see they are properly taught and in the sciences.

3265. Of course, the inspectors should be highly qualified?—Truly.

3266. And you give certain conditions that they ought to fulfil, but you suggest that they are to pass a qualifying examination themselves?—We were very anxious that nothing amateurish should come in.

3267. You think the visits should be frequent and unexpected?—Yes; an inspector can form a much better idea of the school if he comes in unexpectedly? If it is an annual inspection, it can be prepared for.

3268. As you usually know where the Inspector is the day before. You suggest two inspectors should visit together?—Yes.

3269. Would you like that there should be an appeal to the Board, or would you be content that the opinion of the inspectors should be conclusive?—I think there should be a head inspector or a Board to whom an appeal could be made; an inspector might be unjust.

3270. You suggest a certain number of ladies should be appointed inspectors?—Yes, I think so.

3271. And you suggest that at least half the sum available for the endowment of the school should be given as the result of inspection. But now when I have told you that you can give your suggestions irrespective of the Act, now you think that the whole of the fees might be paid on inspection?—Yes, we wrote that having the Act in our minds.

3272. And I see in conclusion that you think, and that the number of ladies whose opinions are recorded in this document and who substantially represent the majority of the headmistresses in Ireland, think that if these reforms were introduced the system then would be one in which what was sought would be not so much successes in the examinations as the best methods of education for developing physical health, intelligence, high character and pleasure in valuable pursuits and higher culture?—That is the aim we have tried to set before us.

3273. And I believe that you are perfectly satisfied that that never can be attained under the present system?—At least it can only be attained in defiance of the system.

3274. Mr. Justice MADDEN.—If you were to select a system quite irrespective of the Act, I understand that you would distribute the entire of the grant as the result of inspection?—I should.

3275. Of course it is very important to ascertain if we can what is the ideal system, but it is equally important to see what we can do practically under the Act?—Yes.

3276. You are aware, and I see your answers have been framed with reference to that knowledge, that we must, under the Act of Parliament, estimate the results fees as the result of examination?—Yes.

3277. You are also aware that we can, under the Act of Parliament, annex whatever conditions we think right to the receipt of these results fees?—Yes.

3278. Now, suppose we were to continue—as until, and unless, we get additional legislation, we must—to estimate the results fees upon the result of the general examination, but to adopt inspection as a check, are you of opinion that that would have a beneficial effect?—I think it would have a most beneficial effect, because the subjects to which I allude, the modern languages and the sciences, and the mode of teaching could be tested by inspection, up to the present it is absolutely untested.

3279. And if a school were precluded from sending up pupils in any branch of learning in which they were reported as adopting a defective method, that would have a large effect, would it not, in checking or preventing evil results under the present system?—It appears to me it certainly would, because if an inspector reported that the students in the school could not read French then they could not present themselves for examination in that subject, then I should think they would try to improve their methods.

3280. Quite so. Now you have pointed out to us a great many defects in the present system, and that of course is what we are inquiring into, in order to see what defects there are, and how they can be cured, and it seems to me important to see whether a large number of the defects you call attention to could be cured by inspection under the present system. When I use the word present system, you will understand me not to mean the present system in all its details but the best possible system attainable under the Act of Parliament?—Yes.

3281. You have given us some striking instances of the direction of the attention of pupils, and therefore necessarily, of the teachers, to mere exercises of memory?—I think they are very numerous indeed.

3282. I am sure there are a great many of them, but that follows rather from a faulty system of examination. Take the instance you gave of a history paper in which the date of some battles, more or less important, are asked, involving the student acquiring a knowledge of the date of every battle because they cannot be certain what will be asked?—Yes.

3283. That is a defect in the examination paper which could be cured consistently with the present system?—That part of it could be cured but of course there are other things that I do not think can.

3284. You recognise that memory is a very important part of the intellectual equipment of man or woman?—Yes.

3285. And that a proper training of the memory is of importance?—The overburdening of memory is equally injurious.

3286. And the cramming memory with facts without relation to other facts is no education?—No.

3287. That particular class of results would to a large extent be avoided if the examination papers were set to test memory in a different way?—I would as far as possible exclude mere memory questions.

3288. That can be done?—It can, fully.

3289. That could best be done by having some permanent body to control the examination papers?—I would be very much in favour of that.

3290. The appointment of such a body, assuming it to be efficient, might largely remove a great many of the consequences to which you have called attention?—Yes.

3291. For instance it could ensure the proper gradation of papers, with regard to the ages of the students. Is not that most important?—Most important.

3292. It could also secure that what I call mere memory questions, as distinguished from fair test questions, should not be put?—All that part could be improved. With regard to the papers, I should like to suggest alternative questions. It is an immense period from 1714 to 1837 to have only four questions set in English and Irish history on the events of that period; you have no possibility of testing a student's knowledge, and two-and-a half of the questions are a string of dates; there ought to be alternative questions. This year that was done with beneficial results in the Senior Grade. Supposing a boy or girl had forgotten to learn those dates asked, they might yet be exceedingly well equipped and have no opportunity of showing it.

3293. CHAIRMAN.—If you had ten questions selected, but don't attempt more than five?—Yes.

3294. Mr. Justice MADDEN.—You have also drawn attention to the inadequate way in which history is dealt with, teaching it in a scrappy way, in connection with the different courses, instead of placing it in a group by itself, that also could be set right under our present system?—Yes.

3295. A very important branch of the inquiry, to my mind, particularly with regard to the higher education of girls, was dealt with by you under the head of over-pressure. It may be that a system of examination lends itself more readily to that evil than a system of inspection?—I think it does. Still, on the other hand, I think the examinations have a very useful effect on girls; they are good for the schools provided the pressure is not excessive.

3296. You would retain competitive examinations amongst girls?—I would.

3297. Is it not the competitive examination rather than the pass examination that leads to over pressure—the examination for higher prizes and exhibitions?—It depends upon the faculties of girls; I don't think with a very brilliant and clever girl it does; I think sometimes it is the stupid girls who try to pass who are over-pressed.

3298. Under your system you would still have competitions and prizes, so you would not do away altogether with the temptation to over-pressure?—Yes, but if the memory work was done away with the over-pressure would.

3299. We are now inquiring how much we can do under the present system, and we can do away with mere memory work under that?—Yes, but when you know an examination takes place at a certain date in June you must be ready then. I think if the examination was more reasonable there would not be this excessive pressure.

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3300. It is gratifying to know that although we cannot come up to your ideal system under the present Act we can largely remedy some of the defects that you have pointed out, but even under your ideal system there would be a competition for the higher places?—Yes, that cannot be avoided.

3301. Don't you think something could be done with reference to this over-pressure by inspection, that is to say, by taking care that suitable hours for recreation are prescribed and adhered to?—Yes.

3302. And that gymnastic apparatus and recreation ground are provided?—Yes, that the physical training of girls is attended to; those are things that have been wholly left out of account by the Board.

3303. Well, they cannot be tested by a public examination; you could not have a written examination in calisthenics?—Or in gymnastics.

3304. At any rate the Board have not been courageous enough to attempt it in calisthenics?—Though they have in chemistry.

3305. It is very satisfactory to my mind to find that without rising to the height of your ideal we have already been able to ascertain how the disastrous consequences which have followed in certain cases from the system may be minimised. I think you were going to say that there are some results—regrettable results—that could not possibly be avoided under a system of examination, even if supplemented by the most efficient inspection, and if that inspection were made a condition precedent?—I was going to say that as long as payment by results fees is continued it will have a detrimental effect on education. I think it is bad—thoroughly bad on principle.

3306. And generates bad ideas on the subject?—Yes, I do.

3307. A suggestion was made to us by the first witness examined, Monsignor Molloy, which would involve an application for further legislation and that is, that we should get power to administer the grant on a system of inspection, and that we should do that tentatively; that we should commence by so distributing a certain proportion, and then, if we found public confidence was attracted to the system, we should proceed further—would that meet your view?—I suppose it would be wise to do it tentatively. If I was introducing an ideal system I should like the results fees swept away altogether.

3308. Is it not possible that although there are objections to both systems, and to most things, that each system may also have its own advantages. Are there not some advantages connected with the system of public examinations; does it not command the confidence of the public?—It does.

3309. Does it not largely eliminate the element of individuality—I mean the idiosyncrasies of individuals?—We are at the mercy of the examiners at present, and we should be at the mercy of the inspectors in the other case, and the mercies of the examiners have not been tender.

3310. It is more easy to eliminate individuality when you have a system of examinations, particularly when you have a Board of Examiners revising the papers, than it is where the unit is a school, and the individuality of that school is known to the inspector. Where you have a system of examination, the individuality of the nine thousand units is not known to the examiner, is not that an advantage?—Yes, of course. As you say, there would be disadvantages in either, but I have heard very good accounts of schools where there was inspection. I have been just speaking to a girl from England who taught at a school where there was inspection. She said they all looked forward to the visit of the inspector with pleasure; they regarded him as a friend, telling them how to improve their work. In the National schools in Ireland in most cases the visits of the inspector give satisfaction; they are helpful, and in the interests of education.

3311. But you would not advise us suddenly to do away with examinations all through Ireland and pay on inspection. The Most Rev. Dr. Healy used a remarkable expression when he warned us we had a character to lose?—I certainly think the character for impartiality of the Board has been exceedingly high. I have a rooted dislike of results fees. I would like to see those gone, but it might be difficult through the country, and as you say sudden changes are not the best.

3312. Rev. Dr. SALMON.—With reference to that I may explain Dr. Molloy made two suggestions. Even introducing inspection as partially affecting the marks, supplemented by a written examination, would require a new Act of Parliament, and that, I need not tell you, is an extremely difficult thing to get. But what Dr. Molloy suggested is a temporary measure, that we should hold an inspection and give the results in accordance with what was obtained at the examinations, only giving the different schools a different percentage—that is to say, that a school which was excellent should get the full result examination, that one that was somewhat inferior should have a certain deduction made, and some get none, we could do that under the present system, but a complete change could not be done without a new Act of Parliament?—It would be of importance to have something like that adopted.

3313. Mr Justice Madden anticipated a good deal of what I was going to say about your first objections, they were rather objections to injudicious examinations than to anything in the system itself. I think it is very likely after what we have heard that we might do something to obviate them. We could have a few permanent examiners-in-chief, whose business it should be to revise the papers before they were sent out by them. As to the questions you have cited, I believe any member of the Board would not like to be examined himself, as to the date of the battle of Landen, or the date when Coleridge published "The Ancient Mariner." If I were asked to answer those questions I should like a little latitude as to inaccuracies. I should not wish to have it down as a miss if I said 1694 when it was 1693, but I think an educated man would have a general notion about when it occurred?—I should agree with you, but if the pupil did not know 1693 his answer was wrong.

3314. In the same way about "The Ancient Mariner" I could not tell the exact year it was published, though I have a general notion when Coleridge lived?—You see the thing we dread in these questions is the deleterious effect it has on the education of the country. These papers were set, and the tendency was to mould the teaching on that basis.

Mr Justice MADDEN.—You must know when each poet wrote every one of his works.

3315. Rev. Dr. SALMON.—I think you have sufficiently explained that point. I promised to talk to you about botany. Will you explain what you think are the defects in the examination of botany under the present system?—There is no practical examination whatever. No flower is put before the children, they learn the name of a leaf, but are never given the leaf to identify. If a teacher teaches well she may show the flower, but the Board in no way provides it shall be done.

3316. When we began examining both girls and boys in botany that was the very difficulty we were met with. All the people of experience told us that such an examination was utterly worthless. We have 400 centres, how are we to send down 400 sets of plants?—I fancy that could be managed from Glasnevin. The Schoolmistresses' Association some time ago sent in a memorial on that very thing, and it was ascertained that plants could be sent round. I think botany is not taken at 400 centres, only seven girls went in in the Senior Grade in all Ireland last year, and five were from the

Alexandra College, so probably it would be only two centres.

3317. That is as long as we confined it to girls, but we found that when we examined boys in botany such examination as we could give could be got up by intelligent boys, under a skilled master, without any knowledge of the subject; that was the reason we put it out altogether, and the thing to be asked is not why we put it out for boys, but why we kept it in for girls, and if we kept it in for girls was it because it was such an attractive subject for girls?—It is perhaps a fad of mine, but I regard it as a most valuable subject for the observation, both of boys and girls.

3318. We have 9,000 pupils to examine, and we should have to make it possible for each one of those pupils to have the plant?—The inspector could see that when he comes round.

3319. We are not speaking of inspection now, but of examination?—I thought you were speaking of the joint system of inspection and examination.

3320. No, I skipped the subject of inspection; that is a very deep and difficult subject. When we go to give prizes the question is can we give a satisfactory examination?—If it is taught at all it should be taught properly, and I think it is a mistake to keep it in the course, if this cannot be done.

3321. It can be taught properly, there is no doubt about it, but whether it can be examined properly without a *viva voce* examination?—The teaching is to a great extent moulded on the examination. Would it not be worth the while of the Board to see whether an arrangement could not be made with Glasnevin to send down flowers to the centres, I think the Schoolmistresses' Association applied and found it would be possible to have the flowers sent to the centres.

3322. I think if I was Curator at Glasnevin, and were obliged to supply 9,000 plants I should have some difficulty?—Mr. Provost, is it likely that there will be that large number?

3323. I only want to call your attention to the real difficulty, and why botany has dropped out, and the same thing applies to other subjects, for instance, there was nothing that I took more interest in than the lectures Dr. Lover used to give in natural philosophy, it was a most interesting subject, but my old colleague, Dr. Galbraith, talked with the utmost contempt of the knowledge that the boys came in with when they thought they knew all about chemistry and natural philosophy, and their knowledge was absolutely nothing?—Don't you think it would be advisable that the money from the Board should go to put up proper laboratories instead of enabling schools to take students at reduced fees, that was one of my great quarrels with the way in which the system was used? Instead of endowing the parents they should endow the colleges and supply schools with appliances.

3324. That we should give money for making laboratories?—Yes, and I think the inspector should see that the higher payments should be given to the schools who did these things. I think the funds have been misapplied.

3325. I am afraid there would be nothing that would be more likely to bring on us the imputation of favouritism, if there were a certain number of schools that got laboratories?—I would give it to them as their grant. Don't you think it is a mistake employing it in this way, taking students at reduced fees, and offering to give them board and education for nothing.

3326. I think it is most objectionable, but I want to see how it is to be avoided, there is this difficulty, in giving State aid to education. The teachers have to be paid, and I must say it is a very dangerous thing lest the aid the State gives should suppress voluntary contributions by the parents towards education. Is it to be avoided by giving no results fees?—I think the results fees is the worst form of giving the grant.

3327. Whatever you call it, are we to give no contribution to schools?—Certainly not, I think the schools want it extremely badly, but the way it is given is bad, because each parent calculates exactly how much each child earns and then asks for a reduction. As I said, this is not rife in Dublin, but I know members of our association who have the amount each child is likely to earn deducted from them. I think the way results fees were dealt with in Alexandra College was very good, the Council allowed no one connected with the staff to directly receive any share of them, they were paid to the Council, who employed them for the improvement of the college. If instead of that they are diverted to taking students at reduced fees, then of course they cannot be applied to what they were intended for.

3328. If the money was given by capitation grants in place of on results on examinations, parents might equally say, "We sent you half-a-dozen pupils, and that increased what you will get under the capitation system, and you ought to make us a reduction?"—That is not so obvious as at present, they can calculate to a shilling, each child is value for so many hundred marks, and each parent can calculate exactly what the child earns. I think it is a thoroughly bad system.

3329. With respect to equal treatment to boys and girls I suppose you are aware that there is not equal treatment at present, that a girl can get an exhibition on a lower percentage of marks than a boy?—Yes.

3330. You would equalise that?—I would prefer that the girls were examined as at present, but rather than have alternative programmes I should certainly let them go in as in the Royal University, on equal terms. I think that would be the feeling in the best girls' schools, and if there is one thing democracy has taught it is that each class knows its own wants best.

3331. I don't think it is anyone's intention, whatever change we made, even if we had a separate course for girls, to prevent a girl taking up the ordinary course as at present, provided she goes in on the same terms as boys, but you must take into account that we have to consider not only the taste of teachers who are highly educated women, like yourself, but the views of parents, and a number of parents would consider that the education a girl should receive is not exactly the same as that which a boy receives. He has to learn a great many subjects which a girl is just as well without, and read a great many books that would not be edifying for her to read. If we had a common course we should be obliged, and, indeed, have been obliged to respect very prudish scruples on the part of girls. If we had a course entirely for girls, and we allowed a girl that was so disposed to take up the boy's course, she would be at liberty to do so, but if we had a separate course for girls that a large number of parents thought much preferable, would it not be well to adopt that system?—I am not quite certain that there would be this large number of parents desiring it. I find on the part of an increasingly large number of middle-class parents a desire that a girl should be brought up to be independent. Each year I find more of parents coming to me and saying, "I wish my girl to be independent." If throughout the country there were an easier course for girls, a great many girls would be put into that course, and then when they came to go in for the Royal University they would find that the subjects they ought to know had been left out. I find an

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increasing desire that girls should learn Latin and mathematics well, and get an education to fit them to make their way in the world.

3332. That is exactly the difference, I am quite aware that there are a large and increasing number of girls who will find it necessary afterwards, and they will take up the full course, but besides that there is a large number of girls who do not need this education, would you exclude those girls from your programme because they did not mean to qualify themselves to be schoolmistresses?—I would say they could choose the subjects themselves if the programme was wide. I have not mainly in my mind the professional women, I have the mothers of sons, and I fancy a mother has much more influence over her sons by being able to help them in their education than if she had been brought up on trivial subjects.

3333. I don't mean to say so much a narrower programme for girls as a different awarding of marks?—Why should marks be differently awarded?

3334. Because some subjects are much more important for a boy to know than a girl?—I would find it difficult to name them.

3335. Take Greek and French. For a student of the university it is important he should know both, but it is more important that he should know Greek than French, but for a girl it is more important that she should know French than Greek?—Not if she is going to Girton or Newnham. If a girl takes the same course why should a boy get 1,200 and she only get 600.

3336. She may take up a pass subject, that is to be quite understood, and we thought that girls should be examined in them and their teachers rewarded?—Certainly, but I object to a different course being put for girls, differently marked. I think it would be strongly opposed by all women educationists.

The Commission adjourned until Tuesday, January 24th.

EIGHTH DAY—TUESDAY, JANUARY 24TH, 1899.

Jan. 24, 1899.

AT 11 O'CLOCK, A.M.,

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

Miss H. M. WHITE, Lady Principal, Alexandra College, Dublin, further examined.

3337. O'CONOR DON.—Miss White, I have a few questions to ask you?—Might I be allowed to make one or two remarks before the examination is continued—in connection with my examination on Friday. The first is in connection with the subject of botany. The Provost said that the difficulty of supplying specimens would be almost insuperable. Since Friday I have made some inquiries about this, and I find that for the examinations in botany carried on under the South Kensington Department specimens are supplied not only throughout the whole of England, but also of Ireland, Scotland, and Wales. One of our own lecturers was examined in Dublin under this Department, and she had the specimens sent to her from London, and she said a very plentiful supply was sent, and very good ones. I also think if the examination falls in June that there can be no difficulty in getting specimens. That is not the real difficulty; and if this was overcome I should like very much indeed to have the marks in botany raised, and have it treated as a more serious and valuable subject educationally. And with regard to the Senior Grade botany, the course is altogether too long, I think, and is unsuitable. The whole of the cryptogams are given, which is an enormous division. It would seem to me to be much better to take the leading sub-divisions, such as the fungi, the algæ, or the mosses; the chief characteristics of these would be known, and particular knowledge might be gained of a representative specimen of each type. That is with regard to botany which is a subject upon which I feel keenly. I think it is of great educational value in training the observation, and also in adding to the pleasure of the girls' lives. Then there was another point I forgot to mention, and that was about the pass and honour papers. I should be strongly in favour of having pass and honour papers, and of having them separate. I think if pass papers were given, a great number of the students who do not at present take the examination, would probably go in for it. It is the pressure and strain they object to so much. As to putting pass and honour questions on the same paper, I can only say that I knew a candidate this summer going in for the B.A. degree at the Royal University. She was prepared in the modern school of philosophy, but the questions in both the modern and scholastic were placed on the same paper, and apparently unconsciously she answered the scholastic. Therefore I think it would be scarcely safe to trust young people by having both the pass and honour questions on the same paper. Another point I feel very keenly on is about unseen translation. I think there is really no other equally good way of testing the knowledge of a language. I would be very glad to see all prescribed books taken out of the course. Of course the children would have to be taught out of books but I should be glad to see the prescribed books taken out of the course. In our own entrance examinations at Alexandra College for a great many years we prescribed books at the entrance examinations for scholarships, but three or four years ago we abolished the prescribed course, and we find the result extremely beneficial to the students, because after all, if a student can translate into her own language from a foreign language and can put her own language into a foreign language, that is what is aimed at. Then there was another point. I notice that Professor Leebody is reported to have said that the chief opposition to inspection would come from the girls' schools. I am quite at a loss to know upon what evidence he based that conclusion, if he expressed it, because we were very anxious to find out the opinions of the heads of girls' schools upon this subject, and when the Board send out the schedules of questions we sent round to the head of every girls' school who prepares for the Intermediate, Catholic as well as Protestant, and we asked them to be good enough to let us have their opinions in writing or to attend a meeting which we had convened. The Secretary of the Association tells me that we sent to upwards of 180 schools, and only five opinions adverse to inspection were received. Then, another danger or difficulty in connection with the Intermediate I have observed is, that owing to the difficulty of the papers, and their perplexing character, girls pass too young to the Royal University. It is a great source of grief to me that girls take the matriculation examination so young. I should be glad if the age for the matriculation examination was raised, and that no one was allowed to go in for it before they were eighteen years of age. The Junior Grade and the matriculation correspond exactly in some subjects and in the main throughout. If we encourage a girl to go on to the Senior Grade in the Junior Grade she has done a good deal of the Matriculation work, we keep her in the Middle Grade for a year, and in the Senior Grade for a year, and at the end of the second year we have to put her back to the point where she was two years before. I think that is a mistake, and to my mind it is not good educationally; and I think, if the papers of the Intermediate could be modified so that this difficulty would not arise, it would be a great advantage. The mathematics in the Senior Grade correspond to a great extent to the first Arts examination, and, with some slight additions, to the Second Arts; some additional subjects are required in the Second Arts, but in the main they correspond. The algebra is practically the same; and the questions asked in the first Arts are infinitely easier than those in the Senior Grade. Perhaps others have pointed out the unsuitability of the Euclid course in the Middle Grade. The sixth book is required without deductions, and this, it seems to me, adds greatly to the

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memory work. I would very much rather see only the first four books, with a great many more deductions, asked in the first and second books Then I noticed that one witness had said that a programme had been forced upon the girls' schools which they did not want. I am at a loss to know how that conclusion was arrived at—at all events in the better class of girls' schools; because I find each year an increasing number of girls wanting Latin and wanting mathematics, and I fancy the same must be the case at good convent schools too, judging from the results, because they stand side by side with our girls in the Royal University, doing brilliantly, and the number is increasing. So I find it difficult to understand how that conclusion was arrived at. Although running the risk of falling into Friday's error of asking questions, there is one question I should very much like to ask, as I feel I cannot give my evidence satisfactorily without doing so, and that is what exactly is the programme that is proposed for girls?

CHAIRMAN.—No programme is proposed.

Mr. Justice MADDEN.—There have been suggestions offered, but no definite programme.

Witness.—I should like to know exactly what it is to be, because until one knows exactly what is proposed to be included in it, one cannot give one's opinion upon it.

3338. O'CONOR DON.—Before following up the evidence which you gave at the close of your examination on Friday, I should like to ask you a few questions to make clearer what your ideal system would be?—Certainly.

3339. I understand from your answers, which were very clear upon this point, that you are altogether opposed to payments to schools on the results of the common examination?—I am.

3340. Well, you would therefore abolish all results fees based upon examination; that is clear?—I should like to see them abolished, decidedly.

3341. You are reported in the newspapers to have stated that under your ideal system you would give the entire of the grant that is given in aid of Intermediate education upon inspection; is that quite correct?—That is correct. I was asked for my ideal system, not the one I thought could be practically worked just at present, but what I should think the best.

3342. I thought from the paper, which you sent in, you were not opposed to payments for exhibitions, and payments to students for examinations. Would you do away with their payments, because you see as you are reported to have said, and as you are now saying, you would do away with all exhibitions and prizes and payments, and give the entire grant on the results of inspection?—Not exhibitions. I distinctly said I would like to retain exhibitions for girls. When we drew up that paper we were told that there was legislation which would prevent payments being made except upon results, and therefore we had to modify our answers.

Mr. Justice MADDEN.—As I understood Miss White's suggestion, it was that whatever was paid to the managers of schools should be paid as the result of inspection.

3343. O'CONOR DON.—I want to make that quite clear. In the newspaper, Miss White, you are reported as having stated that the entire of the grant given for Intermediate education should be given as the result of inspection, and none whatsoever as the result of examination?—Well, I meant, of course, to the managers of schools.

3344. It is well to make that quite clear?—I think that in the examination of Friday, of which the report in the newspapers was very incorrectly given, I said that I would wish to retain the exhibitions for girls. I think that that is very important.

3345. To what extent would you like to preserve these exhibitions; do you think that the amount granted for them at present is too large?—I do. I would also like to see them devoted to education. At present they are turned aside to any purpose that may best suit the recipient.

3346. The result of that would be—would it not—that the competition for them would be amongst a very limited class; it would be amongst the best students in each school?—Is not that so at present; I regard it as being so; it is confined to the best students; only the best students in each school can compete for the exhibitions.

3347. All can compete for them, but, of course, only the best ones can expect to gain them. But if this change that you suggest were made there would be no examination at all except for the exhibitions, and consequently the number and class of pupils that would enter for them would be very limited, would it not?—I do not think I meant to say there would be no examination except for the exhibitions. What I should like to see would be an honour examination for the exhibitions, and a pass examination for the students who, under no circumstances, would be likely to get an exhibition. I think it would be very valuable if a large number of girls could go in and get a diploma or certificate, and, perhaps, a small prize. But then, as now, only the best candidates would have any chance of getting an exhibition.

3348. You would propose then really to continue the examinations?—Certainly.

3349. For all the students; and to continue therefore this competition amongst all the students?—Yes. I do not think the competition would be nearly so keen if the papers were less puzzling, and if there was less depending upon the examination. If in the case of teachers there were not the results fees, I do not think the strain of competition would be so excessive. I should like it if a girl could obtain a pass certificate as now in the examinations for women in the University of Dublin. There is only one scholarship offered in connection with those examinations by the University, but the mere fact of having a public examination to go in for furnishes a very healthy stimulus. We have a large class of girls working for this examination at Alexandra College.

3350. Do you think that the great majority of the girls in girls' schools would go in for that common examination if there were no results fees depending upon it, and if there were no rewards except a certificate of having passed it?—I think a large number would; they go in for the Royal University on the same terms, and for the examination held for women by the University of Dublin, and I do not see why they should not go in for this.

3351. But of course you must be aware that the girls who go in for a university education are of a perfectly different class from the great majority of those who go to the Intermediate schools?—Even so, whatever the destination of a girl may be, I think in the beginning she ought to have the opportunity of getting the best cultivation and development of her faculties possible. It is so very difficult in girls' education to block them out into classes and say, "*These* will be the ones for professional life, *these* will marry, *these* will be leisured." You cannot do it; they keep passing from one class to another. I think that in the beginning we should teach the subjects which will train the faculties best. I should certainly be wholly opposed to giving State endowment belonging to secondary education to any school in which Latin and mathematics were not taught. I do not say that every girl should necessarily take them, but I think they are the basis of a good and liberal education, and I should be sorry to see them cut out of the girls' programme, or, at all events, discouraged, for I feel quite certain that if an easier programme were given this would be the result. It would be very difficult except in the larger

schools to work both programmes, and if money could be more easily obtained on an easier programme it would not be in the Irish character to take the more difficult one. I think then it would be wrong of the Intermediate to lower its standard in that way and give State endowment to it.

3352. Now, turning to that point, which leads me to what you were dealing with when we broke up on Friday, of course you are strongly of opinion that the programmes for boys and for girls ought to be the same?—I am.

3353. And you stated that you considered that the mental culture of girls should be cultivated upon exactly the same line as that of boys; you stated that on Friday, did you not?—I do not see why there should be a difference. Each year women are called upon to take part in public life to a larger extent than before; they are Poor Law Guardians and so on, and I think that if women are not properly trained and educated—this opinion will apply as well to Catholic girls as to Protestant girls—it will be a positive danger to the State. It is wrong to place them in a position of mental inferiority.

3354. Do you consider that the mental capacity of girls, taking them as a whole—I am not alluding now to specially bright boys or girls, but taking them as a whole—do you consider that the mental capacity of girls is equal to that of boys?—That is a very difficult question. I have not taught boys, and therefore I cannot speak for them. But I do not see that we have any right to limit the training of girls—at all events, we must give them the chance—because it is only as we go on that we find out what their faculties are, and I think to arbitrarily settle at the beginning that they could not do certain things would be an injustice to them. Besides, as I also said on Friday, a girl has her own life to lead, and she will find a great deal of solace and pleasure in intellectual pursuits.

3355. But taking the programme that now exists in many girls' schools, or the programme that existed before this Intermediate education system was established, is it not a fact that the programme in girls' schools is very different from that in boys' schools?—Yes; and I consider that the Intermediate has done very much to improve girls' schools. But is it not more than twenty years since the Intermediate started, and women's education—in fact, all women's movements—have moved on very much indeed since that time. Women's colleges were then only in their infancy; now they are very large and prosperous and thriving, and the whole tendency of the age is in that direction.

3356. You have criticised very strongly the programme which we have adopted under the system, and even this very day you have suggested very considerable alterations in it. You told us on the last occasion that you considered that history should be dealt with as a separate subject; you considered the programme as it is now, and the marking of the programme as it is now, as entirely too difficult; you proposed very considerable additions to it, and I presume all those proposals have been made mainly through your knowledge of what is suitable for girls' education?—Yes. I consider the programme of studies very good; it was the way in which that programme was carried out that I objected to. But the mere fact of my saying that it could be improved does not make me object to the whole of it. I merely suggested improvements, but to take out some of the subjects that are already in it—the solid subjects—for girls would I think be the greatest possible loss. I myself have noticed in dealing with parents a most remarkable change in their attitude towards girls' education. I think the flimsy—if I may be allowed to call it so—type of education is each year meeting with less favour with the more sensible and earnest parents, especially with the fathers.

3357. You are aware that parents often object to these courses for the girls?—I think they have objected more to the way in which the courses have been carried out. What parents have very frequently said to me is that the strain is excessive—that is the memory work; that if a girl goes in for it she must give up everything else; and that she will lose her vivacity and her brightness. That is the reason; it is not the subjects, because the very same parents are asking me to teach their children Latin, but they say, "I will not allow them to go in for the Intermediate." It is this enormous strain of the memory work, and it will be very much better if that is altered.

3358. In order to meet the difficulty which exists in the minds of parents and managers of girls' schools as to the present system, you propose to enlarge the programme so as to give a greater opportunity for choice of subjects?—Yes.

3359. If you include new subjects you must exclude some of the existing ones. I suppose you do not suggest that girls should go in for a much larger number of subjects than they do now, or to which they are limited by our rules?—I would propose that they should choose the ones most suited or that the parents or the managers of schools thought the best for them. I consider that the Intermediate system has cramped and hampered schools, because many subjects are cut out which are taken in very many of the best English girls' high schools or boys' grammar schools. Science is almost cut out, and history is exceedingly badly treated.

3360. And you consider it an advantage that the parents and the managers of girls' schools should have far greater liberty of discretion as to the programme that they would take up than they have at present?—I think, as the Chairman said on Friday, it is well known in the history of education that the headmasters and mistresses have made their schools. I certainly think that the more liberty you give, the better it will be for the school.

3361. You are aware that the only suggestion that has been made with regard to having a different programme for boys and girls is this—that it should be open to all girls or to the managers of girls' schools to send in their students at the boys' examination if they thought it the best, but that there should be an option given to them of another programme if they thought that the boys' programme was not a suitable one, and is not this merely an extension of the principle which you think so very desirable—of giving a discretion to both parents and managers in regard to the programme?—Yes; but I do not see the advantage of introducing the second programme. If the programme of studies is enlarged, and if managers and parents are given the power of selecting, I do not see the necessity for introducing a second programme at all, and as the manager of a school or college I see very plainly how difficulties would arise. I think that in most of the schools throughout the country the difficult programme would be dropped; they would find that they could get the same rewards on the easy one, and consequently it would not be natural for them to take up the more difficult one. Except in a large school it would be very hard to work both the programmes, and great confusion must inevitably arise. Say we have two students, A and B. A takes the difficult programme, and B takes the easy one. All the girls in the school know that B is doing much less work than A, and much easier work, and at the end of the year she comes out with an exhibition, while A does not get one. Will it not be difficult to justify to the girls, and to the parents, and to the public, the reason why B should receive an exhibition for easier work than that done by A? I see an endless source of confusion to the minds of pupils, and of parents, and of the public, if any such programme is introduced. It would seem to be an injustice to the girls who do the harder work.

3362. Is there not at present an injustice existing of a somewhat similar character in favour of the girls? Would you just kindly take that book, and look at

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page 11 and at page 9. Take page 11 first. The book is the book showing the records of the exhibitions and prizes awarded last year by the Board ?—Yes.

3363. Now, take the Senior Grade boys, page 11, Would you tell me now the number of marks that the Senior Grade boy obtained who got the first £50 prize ?—Total net marks, 4,288.

3364. Now, would you look down and see the last boy, and tell me the number of marks he got ?—2,774.

3365. Would you kindly now turn over to where I have the other page marked—the girls—and tell me the marks obtained by the highest girl ?—2,742.

3366. That is, therefore, a number of marks lower than those secured by the lowest boy ?—Yes.

3367. The lowest boy secured 2,774, and the highest girl's marks are 2,742 ?—Yes.

3368. Now, would you look down to the lowest girl, and tell me the number of marks obtained by her ?—1,890.

3369. If you kindly turn back to the boys, page 12, and look down to the number of marks gained by the lowest boy who got a £1 prize, and tell me what was the number of marks he got ?—1,925.

3370. Does it not appear from that, that a boy who gets 1,925 marks only gets a £1 prize, while a girl who gains 1,890 marks gets £50 under the present system. Can you defend or justify the giving of £50 to a girl for results, for which a boy would not get £1 if they are of equal mental capacity, and if they ought to have their capacity cultivated in the same line ?—Well, that does not at all touch the point that I raised about the confusion which would be created in the schools by the introduction of a second programme. This is quite a different matter that we are on now. This affects the question as to whether boys and girls are to be placed on the same basis in examinations. I said I would prefer them being kept separate; I think the result would be to the advantage of the girl, but I would be willing to have them go in with the boys rather than that there should be any separate programme for them. I would prefer it to having two programmes.

3371. You are not exactly answering the question. I asked you upon what principle can you justify giving a girl £50 for obtaining less marks in the same examination, conducted in the same way, than those for which a boy only gets £1, if they are of the same mental capacity, and ought to be educated on the same line ?—I think they ought to be, and I think as the years go on their marks will rise. They have had very little opportunity up to this time; the system is only beginning to work.

3372. But the system has been in operation for twenty years now ?—But it has only been got by degrees into some of the schools; it is only gradually coming into operation, and the schools are getting their machinery into work. And think of the years and generations in which girls have not had these advantages.

3373. Are you aware of any other system of public examination in which boys and girls are examined on the same papers on the same system, in which a reward fifty times as great is given to a girl as compared with that given to a boy ?—I am not.

3374. I understood you to say on Friday last that in this view of having the same course for the girls and for the boys you had the support of the great majority of the managers of girls' schools ?—Yes, as far as we have been able to ascertain their opinions. We sent round the list of questions, but of course one can only speak for those who answered our questions or attended our meeting. I think many of the schools would be in opposition to me in allowing the girls to go into competition with the boys; I think I should probably be in a minority there. That point was not raised in our paper, but as far as retaining the same programme is concerned, I think undoubtedly, I should have all the best educationists with me in England, Scotland, Wales, and Ireland.

3375. You see I am not exactly asking you what support you would get from those whom you consider to be the best educationists, but I asked you—do you undertake to answer upon this point for the majority of the managers of girls' schools in Ireland ?—For those who sent us in their replies. I cannot answer for any others. I do not know of the head of a girls' school who is anxious to have a different programme, but I can speak only for those who have given me the benefit of their opinion through the Schoolmistresses Association. But I do know in regard to the Commission on Secondary Education that has been sitting in England, two ladies have been on that Commission, and the whole tendency of the Commission has been to place the girls' schools and the boys' schools on an equal footing as far as the programme of studies is concerned. The subjects are required in England, they are required in Scotland, they are required in Wales. Why should they not be required in Ireland ?

3376. You see, wherever they are required they compete together ?—Yes. I have said that I will grant that point; but I wish to be distinctly understood that you will find other heads opposed to me on that. It was not raised in our memorial, and I can only give my own opinion upon that point.

3377. You know that last year 7,227 boys entered for our examination and 2,627 girls. Must there not be some very strong reason why the girls' schools—specially the Catholic girls' schools—have so completely kept out of the system up to the present ?—I cannot say why they have kept out at all, seeing how brilliantly some have done, and have had such distinguished success.

3378. Is not that a proof that they have not kept out on account of the inferiority of their schools, but on account of their dislike of the programme ?—I should not say that it was on account of the inferiority of the schools that we know; I can say nothing about those who did not come in.

3379. You are not aware what programme is carried out, I suppose, in the great majority of the Catholic girls' schools ?—I am not.

3380. Supposing it were a fact that in the majority of those girls' schools that have not joined the Intermediate system a very different programme is carried out from that which is carried out under the system, and supposing that your ideal system of inspection were adopted—— ?—Yes.

3381. Is it not very likely that the existing programme would still be carried out ?—Yes; but I should feel that the State had no right to give endowments for the promotion of secondary education to education that does not properly come under that term. I would not allow any school to receive an endowment from the State where the solid subjects were not given, or where, at all events, the girls had not the alternative of learning them. I think it is absolutely necessary that mathematics should be taught in any girls' school that receives a share of the State endowment intended for secondary education. I do not say that all the girls should be made necessarily to learn it, nor even that there need always be classes in the subject, but that the girls should have the opportunity of learning it when they desire to do so.

3382. Would it not be very difficult to carry that out if you have simply payment by inspection, unless you oblige all the girls in the schools to learn it, how would you find that it is being taught there ?—We take certain subjects at Alexandra College, and we teach them to the girls who ask for or require them. The teachers are there, and when a certain number of the girls wish for the subject we have it taught.

3383. We will take a convent school, in which the majority of the parents of the girls, or, in fact, we may say all the parents, say—"We do not wish our girls to go in for this and that and higher mathematics;

we prefer that they should learn history, botany, music, and all those subjects that are usually considered to be more adapted to girls' education," would you decline to give a grant to that school upon the report of the inspector?—I would like to say that I did not mention higher mathematics at all; I do not think that they could come within the scope. I said merely the elements.

3384. Higher mathematics are in the boys' course, and would you propose to alter the boys' course so as to exclude that?—No. You were talking merely of the result of inspection. You simply asked me whether if the inspector came round, and if higher mathematics were not cultivated in a school, would I then deny the payment of the fees. I said no, as I should not deem the inclusion of higher mathematics necessary. I should wholly deprecate the introduction of such things as needlework, because though needlework is most useful to a woman, I think it forms no part of a programme of secondary education, and I think it should be one of the things left for a girl to do at home. The head of a middle class girls' school wrote to me a letter apropos of needlework, in which she said, "I have always found that it is gentlemen who are most anxious to impose a course of needlework on girls. I am myself a good needlewoman, and have passed an examination in the subject, but I never found the difficult stitches on fine materials I learnt, which really injured my eyesight, of any practical use to me. My time is far too valuable to be spent over what can be done by a sewing machine or by a woman who lives by sewing. Our girls here do all their own mending and most of their making, yet there is not one who is fit to go in for any needlework examination with which I am acquainted. I should be sorry to add to the time we give to this branch, for I know exactly what has been of use to myself personally as a teacher both in Ireland and in Australia."

3385. Rev. Dr. SALMON.—Who is she?—Perhaps she would not like me to give her name.

3386. O'CONOR DON.—I do not suppose that anyone has suggested that we should give marks for needlework as part of Intermediate education?—I was afraid I had seen something of that sort suggested.

Most Rev. Dr. WALSH.—It was.

3387. O'CONOR DON.—If you had this ideal system of inspection and payment of schools by inspection, would it not be quite open to the managers of these schools to, and ought they not to, get rewards for their schools if they had a very different programme both as to subjects, and especially as to marking in their own private examination, from that carried on at boys' schools?—Yes, in their private examinations, but not in the public examinations, and certainly not, unless they carried out a programme that the Board considered good, solid, and efficient. I have a great objection to this flimsy type of education being introduced into girls' schools.

3388. If you will allow me to say so, it seems to me a little inconsistent to advocate an ideal system of absolute freedom to the managers of girls' schools as to choice in marking and subjects, and yet to object to giving them a similar choice, if the Board thought it desirable to give them the opportunity of adopting a different programme for girls?—I object to giving what I call an opening to a lower programme, and to the money being earned on what I consider not such good subjects for the training and development of the faculties.

3389. Do you not give them that opening if you allow them to receive payment exclusively upon inspection?—I do not think so, because I think the programme of studies should be settled by the Board; that there should be a large, wide programme sent down, and the Board should approve of that programme, and, if it was not carried out, the payment on inspection would be withheld.

3390. If there be no examination by the Board for results fees, is it not quite clear that the Board can have no control whatsoever as to the importance attached to the different subjects in those schools?—Yes.

3391. And therefore, in your ideal system, it would be perfectly open to the managers of those schools to give a great many more marks, for instance, to English and to modern languages and to history, than to Latin or Euclid or mathematics, and thereby to constitute a different course in the school from that in the boys' schools?—But this would be checked by the examination. When I said that I did not wish results fees paid I did not contemplate the abolition of the examination.

3392. I understood you to say in the beginning that the only pupils that should be presented for examination would be those whom the managers or the parents or the children themselves wished to go in for certificates, and that the whole school need not be presented at all?—Certainly not; but we could be certain that those children who were examined had been taught those subjects well.

3393. But how would you be certain that those children who are not examined had learnt those subjects unless you made these subjects compulsory; I do not suppose you propose to do that?—I should say, judging from my own experience, that those subjects would be taken by the girls. A large proportion of them do take them, and they would be examined in them. You would be in no worse position then than now.

3394. You assume the schools would do it?—I do.

3395. If we give them the opportunity of doing it if they choose, or, if they do not choose, to take another programme, what is the harm of that?—Simply, I think, that it would lower the whole tone of education, the lower programme would then be adopted in most of the schools of Ireland.

3396. You consider that the lower programme will be adopted because it will be easier?—Yes.

3397. If you have your ideal system of inspection that lower programme will be not one bit more difficult, and are they not just as likely to adopt it then as now?—There would be no special motive for adopting it.

3398. Except the comparative ease?—Except the comparative ease of earning money and exhibitions more readily, but I think it would be wrong on the part of the Board to try to encourage a something which is not so good educationally—that, in my opinion, is less valuable educationally.

3399. Is not the main object of education, both for boys and for girls, to fit them for their probable future career in life?—Certainly. I should like to see in every schoolroom the words, "We work not for school, but for life."

3400. Is it not the probable fate of most Intermediate girls to become the wives of Intermediate boys?—That is just the reason why I should give them all this culture.

3401. Mr. Justice MADDEN.—In the interest of Intermediate boys?—Yes. When I rise from reading a book by one of the great educational writers, such as Herbert Spencer, and I see all that is demanded of a mother, I always say to myself that her task is the most difficult of all, and I am inclined to ask, "Who is sufficient for these things"? I think if one reads the short treatise of Herbert Spencer on education one feels that what is demanded of a mother is the highest of all, and no one with undeveloped faculties is in a position to meet that demand.

3402. O'CONOR DON.—Is it necessary for the development of those faculties that they should possess this knowledge of mathematics and Latin, and probably Greek?—I think it is a great help to them.

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3403. But really though, talking seriously?—I am talking quite seriously.

3404. Do you think that this knowledge of Latin and of Euclid, and of other subjects that heretofore boys have taken up more than girls, will help them in the matrimonial competition into which they are likely soon to enter?—I do not know whether I have any right to take that into my view at all or not. What I do really feel myself, seriously, is that for a woman to be able to be of use to her sons, and to be able to train her children properly, it is of the highest importance that her own faculties should be developed and cultivated. On that point I cannot insist too strongly; I think it is almost more important for a mother than for the professional woman.

3405. You may say that we would all admit that, but the question is as to how it is to be done. Of course you hold the opinion that it is best to be done by cultivating their faculties in the same way, and on the same lines as those of the boys. But assuming now that that is not the opinion held by—I dare say we shall have evidence from other persons—assuming that that is not the opinion held by a very large number of the managers of girls' schools, you still would most strongly object to giving those who hold a different opinion the opportunity of joining the system under a different programme?—I should object to lowering the system, or to what would be, to my mind, lowering the standard of it.

3406. You have yourself proposed great changes in it which are in that direction, whether you call it lowering it or not—that is to say, attaching greater importance, and consequently, I presume, giving a larger number of marks to certain subjects which are supposed to be more girls' subjects than boys' subjects?—I do not know why they are more girls' subjects than boys'. Surely botany is as much a boys' subject as a girls' subject. That is required directly a boy enters a university; in fact, only on Saturday last a boy complained to me of the great injustice of not being taught it in the Intermediate, and he said—"Directly we go up to the university we have to know it, we then learn off a string of names, and it is the greatest loss that we are not taught it earlier." As far as history is concerned, I do not know on what ground that can be called more a girls' subject than a boys'. I think it is quite a mistake to call these girls' subjects. I think by the best educationists they are admitted to be of high educational value.

3407. These subjects if they were marked very high would probably cut out such subjects as Latin and Euclid and other subjects that are of a more difficult character?—I do not think that with good educationists they would, and I also think that if botany was properly taught it would not be found to be a difficult subject, or one by any means likely to be cut out. To regard botany as an ornamental subject is to quite misunderstand the subject altogether.

3408. Where these subjects are taken up they must cut out some others, that is quite clear?—In some cases. I should like to see them cut out domestic economy, with its 300 cookery recipes.

3409. I will not press you further on that; we have your views very clearly I think. Just before I conclude your examination I should like to ask you a question with regard to the arithmetic paper which has been so much criticised. You must not understand me as defending it as a very proper paper, but at the same time I think it could not have been such an extravagantly impossible paper when we find that one boy got 100 per cent. marks, another 90 per cent., 14 got over 75 per cent., and there was not a single question in it that was not answered by some girl who presented herself for examination?—Of course I do not deny that the paper was done by some candidates, but I think that does not touch the point I raised. It was a wholly unsuitable paper, and it was just a good illustration of the sort of papers that injure the Intermediate. The questions were set in a puzzling way; they could have been more easily solved by algebra, and it was not at all suited to the standard given.

3410. I do not defend the paper, but I do not wish it to go forward to the public from some of the answers given here that it was really an impossible conundrum paper, that no student could be expected to answer?—Most of the questions, certainly four or five, ought not to have been on the paper; they were set in too puzzling a form. I went over it with the teachers, and we considered it not suited to the children who went in for it.

3411. Rev. Dr. Todd Martin—I understood you to criticise the existing programme on the ground of narrowness—you will understand me as speaking in regard only to girls?—I would rather speak altogether of the girls, as it is with their education that I am acquainted. I meant with regard to the exclusion of history to which I alluded, and also the science subjects. I find that in the beginning physiology was included, but has now been left out. I would like to see mechanics included for the girls, because it is obligatory in the Royal University matriculation, and therefore it is important that girls should get some knowledge of it. But especially when I spoke of the narrowness, I was thinking of history. A girl has no means of obtaining a knowledge of history except the scraps of Greek, English, and Roman connected with the language courses. Of course if she does not take Latin and Greek she has no means under the Intermediate Board of learning history; French history is left out altogether.

3412. Then we may take it that when you speak of narrowness, your objections will be removed if these suggestions of yours are incorporated in the programme?—Yes. I had before my mind, I think, really more the Senior Grade; I was thinking of the Cambridge Higher Local Examination when I made those comments. I would attach more importance to history in the Senior than in the lower grades.

3413. From your observation, has the education of girls greatly advanced in recent years?—I think it has advanced enormously. But you see the solid subjects are taught in most girls' schools. When Alexandra College started very few girls were doing Latin and Mathematics. Throughout the country there has been a steady increase in Higher education, and certainly in the high schools in England it has progressed, and at Newnham and Girton the numbers are increasing each year; in fact, they cannot take in all the applicants.

3414. Taking our own Irish girls—suppose you take it from this point of view— the number of those who become university students has increased very considerably?—Very considerably.

3415. And suppose you take now the possibility of equipping a school with qualified Irish lady teachers; is there much improvement in that respect?—Do you mean preparing them?

3416. I mean, suppose you go back twenty years, you would have found it difficult exclusively to equip a school with Irish lady teachers?—Yes. I think that is one of the most remarkable advances. In our college all the higher mathematics are taught by a woman; our staff is composed chiefly of women; that would have been quite impossible twenty years ago.

3417. Do you have now no difficulty in equipping a college or school from the highest to the lowest classes with Irish ladies?—Absolutely none.

3418. Then taking the appointments that are open to competition by women—do you provide a large number of candidates for these?—We have provided a very large number of candidates. Appointments

in all parts of the world are held by some of our students. A great number of our girls have distinguished themselves in literature, others have done so in art; some have become doctors, others medical missionaries; in fact the posts occupied by our students form quite a long and important list.

3419. Would you take these facts as indicating that the present education of girls in Ireland is both comprehensive and thorough?—Yes; on the whole I should.

3420. And an immense improvement on what preceded it?—An immense improvement. That of course I tried to call attention to in the beginning of my evidence—that we owe much to the Intermediate for having introduced a better programme into girls' schools. That is why I feel that the standard ought not to be lowered.

3421. I would take it that your experience is that the intellectual improvement has progressed also with the progress of education?—I think it is extremely marked.

3422. So that the objection which is taken to the Intermediate, that it neglects entirely the cultivation of the faculties, would hardly be consistent with your experience?—The good teachers, I think, have worked on as I said in spite of the Intermediate. A good programme is provided; it was really when the system was abused the difficulty came in. Of course the bad papers set by the examiners was one form of abuse of it; the programme of studies provided was good; it was in the working of it that difficulties seemed to arise.

3423. Putting aside what is chargeable to the administration of the Act, it is the abuse of the system that has produced the lack of sufficient intellectual training?—That is my opinion—it is the abuse of the system.

3424. Now take the abuses. Putting aside altogether such evils as imperfect grading of papers and such like, I think of the abuses you noticed specially, one was the case of a girl who gained 50 per cent. in French and could not pronounce the written words?—Yes, that was a very striking example indeed. She had no knowledge of pronunciation. If you read a passage of French she would not know what you meant, and she could not pronounce a single word.

3425. I should be curious to know the history in your school of that girl—I mean after you got her in hand?—It was a very difficult case, because when she was given any passage to write she did it extremely well; it was only when she was called upon to read, or the teacher read a passage, that the difficulties arose.

3426. Did she in any reasonable time get over the difficulty?—She improved; she did not stay very long, only about a year, but of course she felt herself extremely hampered by the way in which she had learnt French.

3427. Evidently; though her training in French, such as it was, must have cost the teacher a great deal of pains?—The teacher who taught her?

3428. Yes?—I think so; I do not know how she could have been taught.

3429. Would you think that such work done by a teacher in some poorly equipped school was work deserving a payment from the State?—I do not, because it was a work taking time and trouble, but which was distinctly bad.

3430. It would have been better if she had not been taught at all?—I think so, undoubtedly.

3431. Another objection you take to the system is a tendency to overwork?—Yes; I think I said in connection with that that it was the immense mass of memory work; the quantity of facts that have to be given on a certain day in June becomes most oppressive to the students, and the papers, as they have been set for some years, are peculiarly calculated to confuse. "Cram" books are practically committed to memory. If the teachers do not show books like those the girls get them and learn from them, as that was the sort of thing that paid most in the examination.

3432. If we could get rid of that mass of memory work that objection of yours would be removed?—It would, to a great extent.

3433. I did not quite catch the idea exactly when you were giving your evidence, but I gathered that you charged the system with creating a kind of lassitude on the part of pupils—a weariness of intellectual pursuits?—I think that was, perhaps, my argument rather against the Preparatory Grade, suggesting that it might be desirable to abolish it. I said that sometimes when the girls had gone through all the examinations and came to the Senior Grade they were a little tired, and they did not feel inclined to go on with the work, and I think such a girl would often be disinclined to go on to university work.

3434. Do you think that that kind of weariness is incidental to the Irish system alone?—No, I think the same thing always attends a large amount of memory work. I think the Board hardly felt what it was. If the language papers were set more rationally, if the prescribed books were treated in a different way, if the knowledge of French grammar was tested from the composition, then I think it would be greatly benefited. If more rational questions were added in English, and the suggestions I made about Euclid adopted, I think that would greatly help. It was the kind of examination papers that were set that had a great deal to do with it. In the language paper I think it is a great mistake to have every small irregularity required, because the girls, in order to know the points that are asked, must learn an immense amount of trifling points.

3435. I think I have noticed that a similar charge is brought against the Prussian system?—I think probably many have made a mistake in charging all the faults on the Intermediate. I have several times said that it was unfair to charge it exclusively to the Intermediate. The only thing was that the Intermediate made it very useful to do these things—rewarded them as it were.

3436. Now as I understand your scheme, you would pay the teachers by inspection of the school?—I would pay the head of the school. I have said that I thought our own Council had adopted an admirable system in connection with that—that no teacher or no official received any results fees whatever; they were just paid into the common fund, and the Council, when they found that they could do so, raised the salaries of the teachers, but the teachers and officers received no part directly. I think it should be paid to the managers or to the head of the school, and he or she should use it as was thought best for the school. One point I emphasised in connection with this was that the endowment had been diverted from its proper course, because you see, instead of improving the schools, pupils were taken either for lowered fees or for nothing for the purpose of earning results fees, and in this way the system was endowing pupils instead of schools.

3437. I was rather calling attention to the point that it was by inspection and not by results?—Yes. I thought you referred to the teachers receiving a share.

3438. Then you would have a general examination, the same as at present, I suppose?—Yes, but I should like very much to see it divided into pass and honour, because a great many of the students would present themselves to take the pass examination who at present hold aloof, and then the honour candidates could go on to the exhibitions.

3439. There would be no motive then for the head of the school to put in those that were merely pass boys?—No, none whatever; I think that would be an advantage. When I say advantage I mean there would be no actual motive for presenting as at present.

3440. Then you contemplate an examination for the whole of Ireland in which the best pupils from the

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various schools will compete for the honours?—For the honours and exhibitions.

3441. The honours would not be relative to the number of passes, but it would be a competition for distinctly defined honours?—Yes. I should approve of that. All over a certain percentage, would have an exhibition.

3442. All who reached above a certain percentage?—All who reached above a certain percentage.

3443. This is now a purely honour competition, not an examination for passing?—It would be an honour competition to gain an exhibition; I should say that all who reached a certain percentage should obtain an exhibition. I do not like it on the system of being one out of ten. I would much prefer that every candidate who obtained whatever percentage was decided should obtain an exhibition.

Rev. Dr. TODD MARTIN—Practically, that would work in this way: the Board would allocate a certain sum for exhibitions and distribute that sum over those reaching a certain percentage; each receiving only a proportion of the whole.

3445. So that it may be more one year and less another?—Yes.

3446. That is your view?—I did not work it out. I had merely thought it would be a better system to give an exhibition on absolute merit than on relative merit.

3447. Would not that plan intensify the tendency to take the brighter pupils, and devote the entire attention to them in order to bring them up as successful competitors for the percentage?—The honour work would be distinct, and I should fancy that the pass students having the pass examination to themselves would receive more attention than at present.

3448. Do you consider that a school would be better conducted if you divide distinctly the pass students from the honour students, and have the honour students only go up for the honour examination?—I think it always results in that. In preparing for the Royal University, the honour course includes the pass course, but the honour students have additional classes and extra work to do; they do extra work in the additional classes.

3449. Do you propose that your inspection of the school should be an inspection in which each pupil in the school would be examined?—I think that would not be necessary, because, as I said on Friday, I think at the inspection the inspector would be very well able to judge how the school should be taught.

3450. So that it is a general inspection of that kind?—Yes.

3451. Would you pay by capitation?—I did not carefully work that point out.

3452. There are two ways of paying under your system, and only two as far as I see. I shall be glad if you would inform me if there are any others. One is to pay a salary to the teacher, the other is to pay by capitation?—Yes. I do not know about giving to the teachers; I should be inclined to say to give it to the head would be the best for the school. If it was possible I think a grant to the head of the school according to the work done might be better than capitation, but I have not worked that out very clearly.

3453. Would you introduce two factors—the quality of the work done and the number of pupils?—Yes, the programme of work carried out and the number of pupils attending, but I have not worked out a scheme.

3454. You call attention to certain evils—the adoption of methods of teaching that are not the best, and also to the undue importance given to the child getting results fees?—I do not think I took the point of the undue importance given to the child obtaining results fees. I did call attention to the other point, but I do not think I brought that out.

3455. I want to be clear about that. I thought that you called attention to the fact that parents came to teachers offering their children because the children were capable of winning results?—Yes, I certainly brought that out strongly. I thought you meant that the teachers gave more attention. The hiring out of those children is really a great evil.

3456. That is to say, parents propose to hire out their children as result-winning servants of the teachers?—As I said, one leading member of our Association has stated that in certain parts of the country children were sent up to her, and the probable amount of results fees they would earn was deducted from her account. I have known various things of that kind done. I do not think that is done as much in Dublin as in other parts of the country. No offers of the kind have been made to me, and as far as I can see it is less rife here than elsewhere. The heads of all the Dublin schools signed the protest, saying, they would have nothing to do with the touting, and that they would not encourage it by practice, or in any other way.

3457. Do you not think that practice would soon come to an end if the teachers made the interview a very short and sharp one?—Well, I do not know; it does not seem to have come to an end. It has gone on to a very considerable extent throughout Ireland.

3458. Would it not be very unprofessional for a teacher to do it?—It is exceedingly unprofessional, and that is why the memorial that I handed in dwelt so strongly upon this aspect of the case. I instanced a case in my own experience where a girl entered at Alexandra College, and made arrangements to come when the college opened. In the meantime the results came out in the Intermediate; she had obtained a Junior Grade exhibition, and she wrote to me to say she must cancel her entrance as she had been offered free board and education owing to having obtained this exhibition.

3459. Do you not think that evils of that sort the State might leave to the teaching profession to settle for itself?—I do not think it well for the State to have a system that lends itself so readily to abuse as this system does.

3460. You see it is impossible to have any arrangement in this world, where there is not a call upon the moral character of those who work it?—That is perfectly true, but this system is peculiarly liable to abuse.

3461. The endowments are too strong for the moral fibre?—I think there are many instances where they prove so.

3462. Might we not expect that that would be mitigated in the course of time?—The thing has gone on increasing.

3463. Perhaps it has not reached the culminating point?—It is difficult to say.

3464. Dr. BARKLEY.—As regards the undue amount of memory work that you have spoken of, I think you attribute that mainly to the character of the papers set?—I do, and in some cases I think the text-books prescribed have not been very good. In regard to botany I think the text-book, Thome, is a very bad one; it is a string of names to a great extent.

3465. In some cases probably the programme might be improved, but as regards this particular evil you think the chief remedy would be an improvement in the papers?—Decidedly, an improvement in the papers would do much. I was asked on Friday about how this Board of Examiners could be got together, and the idea has struck me since that possibly the inspectors might help in the examination.

3466. Then you gave us some information as to time-tables obtained by Dr. Katharine Maguire from girls' schools?—Yes.

3467. Were they of boarding schools or of day schools?—Of boarding schools.

3468. So that it really does not indicate how far girls in day schools are suffering from over-pres-

sure?—No. It is impossible for the head of a school to check that in any way. You cannot tell that—that must be in the hands of the parents.

3469. There is one subject which girls have generally a good deal to do with, and which is really outside our programme; that is the practice of music, and sometimes considerable time is given to it. Does that have anything to do with the long hours?—I think it does. I think it perhaps aggravates the evil, because a girl may have to practise for several hours a day as well as doing this heavy course of memory work. In the programme that I handed in there was a certain amount of time given to practising. That was not unreasonable I think. I think a girl should have considerable leisure in which she can do her practising or needlework or whatever it may be.

3470. But sometimes girls are expected to spend an hour and a half or more in the practice of music. If she is studying a number of subjects for the Intermediate examination that is a serious tax?—It is a most serious tax.

3471. Do you think the Board has the power to regulate the time-table of Intermediate schools?—I think it would be extremely easy for inspectors to do it when they came round; they might ask to see the time-table of the school, and they might suggest that there was not sufficient time given to certain subjects.

3472. Suggestions might be made as to certain improvements; but would it not be necessary to leave a considerable amount of liberty to the school to fix the hours, instead of insisting that every school should open at a prescribed hour and close at a prescribed hour?—I should never attempt anything of that kind at all. I was simply wishing to emphasise the fact, that owing to the amount of memory work the girls had to have these very long hours; that was all I wanted to bring out. I thought it was an excessive strain upon the girls, except where carefully regulated and looked after by the heads of the schools.

3473. Is it not often the case that it is the parents who insist upon this time being given to practising music in addition to the girls' studies?—Yes, it is, and sometimes the girls themselves like it; they are fond of music and wish to practise.

3474. But if it were left to the girls themselves, of course they would not give more than the time that was at their disposal at the most?—To practising, no. But a musical girl likes to practise as much as possible.

3475. Is not that to some extent a reason for having a separate award of exhibitions for girls apart from that for boys?—Do you ask whether I am in favour of that?

3476. Does not the time that has to be given in many instances to music necessarily keep the girls to some extent back in the competition as compared with the boys?—That might be assigned as a reason. But I state distinctly, that I would rather the existing condition of affairs went on than have a lower programme in girls' schools.

3477. As regards the subject of physiology—you said that that has been removed from the programme in order to make room for domestic economy. Can you give me any idea as to when that took place?—I cannot, but it can be easily looked up by referring to the old lists.

3478. It was absolutely new to me?—I can easily send you that information.

3479. In this paper which has been sent in by you and Miss Oldham you prescribe certain qualifications for inspectors. One of them I see is that they should pass a qualifying examination in the history, theory, and practice of education. Before what examiners or what examining body should this examination take place?—At Trinity College an examination for teachers has been put on lately.

3480. Is it not very new even there?—It is quite new, but it is a thing which has been very much done in England.

3481. I believe Oxford does it?—You can obtain it at Cambridge.

3482. I think Trinity College is the only university in Ireland that has touched the subject?—Yes, I think so; but it has been started there.

3483. Then there is this condition, that you expect these inspectors to have spent at least three years in teaching in a good school. Would not that exclude a considerable number of candidates otherwise well qualified?—We put that in with a view to their having practical experience in teaching. We thought that the defects in the papers were due so much to that fact that the examiners had no practical experience in teaching, and we were very anxious that the inspectors should not be deficient in that respect.

3484. Is not practical experience of teaching one of the things that is tested by the qualifying examination in the history, theory, and practice of education?—It is; but we should like to make quite certain that they had actually taught and had experience of the practice of teaching. That was our motive in putting that in—that we did not care to have any inspectors who had not been practical teachers.

3485. I do not know whether any of the girls at Alexandra College are prepared with a view to their entering commercial life?—Yes, they are. A considerable number go on to the Civil Service. Some of our students are now managing large business concerns: I am glad to say they are at the head of them and are managing them successfully.

3486. Has your attention been directed to the subject of whether it is advisable to have, at least in the higher grades, a commercial course as distinct from the course for students going on to the university?—I should say not at all. I should like to give the students a good general education; if their faculties are well-trained, it would be an advantage to them in whatever work they took up. Several girls go from us to the Civil Service.

3487. I think you said that our Junior Grade examinations, so far as mathematics is concerned, correspond pretty nearly to the Matriculation examination of the University?—Of the Royal University.

3488. In drawing up the programmes of recent years, our Middle Grade programmes have been framed to correspond as far as possible, as regards books and subjects, to the programme of the Royal University for pass matriculation?—Certainly; the same books of Euclid are prescribed in each case, three for matriculation and three for the Junior Grade.

3489. Is there any difference in the Middle Grade?—Oh, yes; in the Middle Grade they require the six books of Euclid. I objected to the sixth book being given.

3490. I think the sixth book comes in the Senior Grade?—No, I think not; we were teaching it last year in the Middle Grade.

3491. As regards the removal of prescribed books from our programme—do you advise that for all grades, or only for some of the higher grades?—You mean for the translation; I should prescribe it for all grades. I think the student's knowledge would be much better tested by unseen translation, and by putting some English into a foreign language—an easy passage in the lower grades, and more difficult passages as the student went on.

3492. But we always have some unseen translation?—Yes; but a very large amount of prescribed books. I do not see the advantage of the prescribed book, because it is one of the things that can be crammed readily. We have known of instances where the translation has been learnt absolutely off by heart; and then when a passage is set the candidates have not known exactly where to begin and where to leave off, and they have run on further than they ought to have done.

3493. Even in the matriculation examination they find it necessary to prescribe some books?—But it was

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one of the objections I raised that the young people went aside to the Royal University, instead of going on to the Middle and Senior Grades, because of the puzzling character of the papers. You see, the university course is supposed to come after the Intermediate, and they ought to be older then, so that I think the case is not quite parallel.

3494. Is there not this difficulty, that if every school were teaching out of its own books, one school might happen to hit upon the very books that were being examined upon in a certain grade in a particular year, and then would have an advantage over the schools that were working at others?—There are always those chances now, because a school might have done the unseen translation. In fact, we find most remarkable cases of that happening. Those chances are always present at examinations; you cannot really guard absolutely against them.

3495. Is there not less chance of that if only part of the examination consists of unseen translation instead of the whole?—I do not think so really. I think the unseen is a much more efficient test. I do not see either how there would be less chance. It might happen in either case, but it would happen very, very seldom—I do not suppose in one case out of a hundred, but it does occasionally happen. I have known a student to get exactly the piece which she had done just beforehand.

3496. You say you have tried it in examinations at Alexandra College, but the girl would know what books she had been reading in Alexandra College?—It is for our entrance scholarships; they are open to the whole of Ireland. We used to prescribe books in French, German, Italian, Latin, and Greek, but we have found the greatest possible benefit by not doing it. We find that we get a much better idea of what the girls can do really by giving them a piece of English to put into a language, and a piece of a language to put into English.

3497. Are these entrance scholarships for admission to Alexandra School or College?—The college.

3498. The girls from Alexandra School could compete for this examination?—Oh, yes; any girl who likes, over fifteen and under eighteen, can compete. It was merely because we have found it beneficial that I mentioned it. We changed our programme upon that particular point, and, as I say, I think a girl is tested more fully by that means. If a girl can translate into the language, and can translate from the language into English, she must know the language.

3499. Some of the practical teachers that have given evidence have expressed precisely the opposite view—that we should have prescribed books in every case?—I noticed that one witness said that cram had been reduced to the minimum, I consider it was raised to the maximum; it is just the difference of opinion.

3500. Do you think that the teachers' agreement is likely to put a stop to the evil of touting for pupils?—Those of course who pledged themselves not to do it will not do it, but all schools did not sign the memorial. We thought the practice was so highly unprofessional, and so much to be deprecated from every point of view, that we set our faces against it.

3501. Will not the fact that a number of teachers have joined in it tend to put pressure to some extent on other teachers to conform also?—It will, undoubtedly; but I think that a system which makes transgression difficult is better than a system which makes transgression easy. Under the present system transgression is made exceedingly easy.

3502. I am afraid that no system will make it impossible?—I do not say "impossible"—I said "difficult."

3503. Most Rev. Dr. WALSH.—In reference to this question of touting, Miss White, you regard it as a most objectionable feature of the present system that it distinctly lends itself to this unfortunate practice?—I think it lends itself to it dreadfully.

3504. Has it occurred to you that the form in which our results are at present published leads very directly to the encouragement of touting?—I do think so, because each parent can calculate exactly the value of his child to a shilling,

3505. Not only that, but each school can look round the whole country, and find out the boys that are likely to be worth having in the following year?—Yes, and exactly how much they will gain by it.

3506. Have you any distinct view upon the question of the advisability or the inadvisability of continuing the present form of the publication of our results?—Yes. I would rather that they were not published as at present. I think it tends to increase the competition and the rivalry, and this practice of touting.

3507. And it is also open apparently to the serious objection that there is a permanent record established—sometimes an unfavourable record—against a particular young lady?—Yes.

3508. I do not know whether the difficulty has been found to prevail to any extent—but I was told of one school where it was serious—that young ladies object to any system of publication which places a record of their age before the whole country?—I cannot say that that difficulty has arisen with us.

3509. I heard of one case where a young lady, when she had to produce her baptismal certificate, withdrew from the examination. Do you not think they might have a reasonable objection to it?—I cannot say that I do.

3510. It has been urged in favour of the present system of publication that it gives a great deal of useful information which could not otherwise be given. I take it that you would wish each school concerned to get as full a record as possible of the results, in the case of its own students?—I should, certainly; I think that it is valuable to the teacher to know how their students have done at the examinations.

3511. And that the student herself should also get the information?—Yes.

3512. It has been pressed upon us that there is a general advantage resulting from the present system of publication which could not be otherwise obtained. For instance, the teachers of the country can form an accurate idea of whether the papers in any particular year were too difficult or not, because they can see the number of failures?—Yes.

3513. Is not that an important advantage in the present system: I wish to place the case fairly on both sides?—I think that that probably is an advantage, but I do not think it counterbalances the evil.

3514. Could it be met in this way: suppose we published, as we do at present, the examination number of each student, but did not publish the names for the information of the whole country; would not that secure this advantage upon which such stress has, I think, properly been laid?—Yes.

3515. It is not the publication of the names of individual students that is of use to the teachers or the country generally?—No.

3516. You think then you would get a perfectly satisfactory form of publication if we omitted the names from our present results, and inserted the examination numbers only?—Yes, I think that would be a good system.

3517. Your objection to the Intermediate system generally is that it is radically unsound?—I do not know that I said that.

3518. You said the other day that it was the worst possible system?—I think I said that the system of awarding of results fees was the worst possible system.

3519. That is the point to which I particularly refer, that in so far as the Intermediate system is based upon a system of a common written examination and payment by results, it is radically unsound?—I think so, it is bad in the interests of education.

3520. We have a very important testimony from a

very experienced teacher at the head of a very important school, who tells us that the system is powerless to protect itself from being worked on vicious lines by teachers who deliberately choose to abuse it. That is rather a serious indictment of the system in its present form?—Yes.

3521. Do you think that it is at all exaggerated?—I am afraid the system has often been worked in that way.

3522. And there is no check to secure that it shall not be worked in that way by any teacher who so desires?—No. That may be rather strongly stated, but I think it is quite true.

3523. It is very strongly stated, but you do not think it is at all exaggerated in so far as it regards the system of payment by results?—Certainly not, as affecting payment by results.

3524. It was only in reference to that point I put the question. I was glad to hear you refer to the very important Commission that has recently sat in England examining into this question of secondary education. You are aware that the views you have expressed here are substantially, and to a large extent even in matters of detail, on the lines of the report of that important English Commission?—I think so; I intended them to be so.

3525. The Commission was a very competent one to pronounce upon such a question?—Yes.

3526. It included a large number of competent members, and I believe the report was absolutely unanimous?—Yes, as far as I have been able to gather, it was.

3527. That report throughout went upon the lines that any system that interfered with the freedom of the teacher or teachers of a school was a bad system?—Yes. I think the Intermediate system did do that very much; the teachers I was dealing with, were of assured position, complained and grumbled at being obliged to teach in a groove, and some of them came after a time and resigned, and told me it was intolerable. They were in a position to do that, because they could get other work. But with a younger teacher it is different. She answers our advertisement, which usually runs: "Must be able to prepare for the Intermediate." She would like to teach in a certain manner; but if she does the result would be that at the end of the year the names of her pupils would not be on the pass list, and she would be without a situation.

3528. At all events, they would not obtain the same high position in the list as they would obtain if the teacher simply devoted herself to the work of preparing them for passing the examination?—Yes; the examination is too often the end of the education.

3529. One of your objections is that under any such system the schools are practically forced to adopt certain programmes, whether they consider those programmes the best for the schools or not?—I do not know exactly about "forcing," but if they want to gain financial advantages, then I believe they are.

3530. I mean that they are driven by the working of the system to adopt this uniform course?—Yes.

3531. In advocating liberty for authorities of schools in connection with a system like ours, you do not, I take it, advocate that it should be perfectly free for every teacher and every school in the country to set up any sort of programme they might take it into their heads to prefer?—No; I distinctly said I thought the programme should be approved by the Board.

3532. I wish to call your attention to this. The Commission that sat lately upon Manual and Practical Instruction in the Primary Schools, objected very strongly to the present cast-iron system of the National Education Board, and advocated this (as to which I wish to know whether you would regard it as an improvement)—that the Education Board should publish certain programmes, say in elementary science, but that these should be published simply as specimens or guides, and that it would be competent to any school in the country to submit a different programme, and, having got the approval of the inspector or the Board, to do its work on the lines of that programme. Would you approve of that system?—I think possibly such a system would be better for primary education than for secondary education; I think there are certain important subjects that ought not to be omitted from a programme of secondary education.

3533. I am not speaking now so much of the subjects, as of the way in which the subjects should be taught; for instance, the particular method that should be followed in teaching history. You think that a great deal of latitude should be left to the individual schools, subject always to the approval of its programme by the educational authority, whatever it might be?—I think it would be difficult to prevent good teachers from taking such latitude in teaching such a subject as history, because anyone who has studied it thoroughly—I am quite certain that good history teachers with us would do it absolutely regardless of the Intermediate system.

3534. The direct tendency of the Intermediate system being to give the minimum of liberty, you would wish to have the maximum of liberty given to each school, consistent with a satisfactory system of teaching and a good programme?—Yes.

3535. We have had some questions about the ages at which students should be permitted to go in for the Intermediate examinations: do you think that the present ages, even having regard to the rules with regard to over-age students, are unduly high?—Well, considering what I pointed out about the Royal University, and the age at which they go to that, it is possibly rather high. You see in the Cambridge Higher Local Examination students do not take the examination till they are over 18, and the Senior Grade examination is as difficult, if not more difficult, than that examination. On that point, however, I have not very definitely made up my mind.

3536. Some questions were asked about the mathematics in the Middle Grade. Your view, I think, was that six books of Euclid were prescribed in the Intermediate, and only three in the Matriculation examination, and you are quite right as to that. You have cases, I dare say, within your own experience in which the girls prefer to go for the Matriculation examination in the year in which they would otherwise have gone for the Middle Grade of the Intermediate, on account of this difference in the programmes?—I have had a great number of such cases in my college, and I dislike the idea of girls at so young an age entering the university.

3537. Do you not think that this is one of the reasons why there is such a great falling off—or at least a certain amount of falling off—in the numbers that go in for the Middle Grade as compared with the numbers that go in for the Junior? Before you answer the question I may tell you that I inquired particularly in one of our large schools how the falling off was to be accounted for, and I was told that this was one of the reasons—that it was easier to go for the Matriculation of the University than for the Middle Grade of the Intermediate, and as there seemed to be a higher distinction in passing a University examination, a number of boys went in for that rather than continue their studies in the Intermediate course?—I should think that would be so, and I may say it entirely accords with my own experience. You see, for the Matriculation examination only three books of Euclid are required, whereas for the Middle Grade the first, second, third, fourth, and sixth are required; and, as your Grace has said, I certainly think there is an additional *kudos* in going in for the university. I think it is a pity that in this respect the Middle Grade examination has to compete, as it were, on such hard terms.

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3538. Now, in reference to the definition of "school:" the present definition includes a reference to ten pupils receiving Intermediate instruction. Is there any real guarantee that there are ten pupils receiving Intermediate instruction in all the schools to which we pay results fees at present?—I am unable to answer that question definitely, but my impression is that it would be very difficult to ascertain it.

3539. Take this fact to guide you in forming an opinion. You know that formerly the Intermediate Board's report published the number of students on whom results fees were paid in each school; but that publication has been discontinued?—Yes.

3540. Taking the three last years in which those figures were published, I find that in two of the years the number of schools that received fees upon only one student was over forty, and that in another year it was over fifty, and that the average number of schools in Ireland receiving results fees on the passing of simply one student of the examination was forty-four. Do you not think that a very suspicious fact?—I think it an exceedingly suspicious fact.

3541. Do you think that a school which is able to produce only one pupil passing our examinations is entitled to be considered an Intermediate school?—I think it is not.

3542. If our grant was to be applied towards the establishment of schools, perhaps then such schools might have a claim; but if it is to be confined to schools really doing work as Intermediate schools, do you not think such schools as I have referred to should be excluded, and that the definition of "school" should be modified so as to exclude them?—Yes.

3543. In reference to inspection, has it occurred to you that it would be desirable to have lady inspectors appointed?—I think it would for the girls' schools.

3544. I heard that in a very important girls' school the other day, the authorities of the school were asked if they had any objection to inspectors, and they said—No, provided the inspectors were not ladies. I suppose you will agree with me that there ought to be an option given in the case of girls' schools?—I think so, decidedly. If they objected to lady inspectors, I do not think they should be forced upon them.

3545. Would you give a similar option in the case of boys' schools?—Well, I leave the masters to decide that. I would not care to decide the question in regard to the boys' schools.

3546. Mr. Justice MADDEN.—There are one or two questions arising out of the figures to which your attention was called by The O'Conor Don which I would like to put to you. Your attention was called to the circumstance that in the Senior Grade there was a great difference between the marks obtained by the first of the boys and the first of the girls?—Yes.

3547. The difference being no less than 1,546?—Yes.

3548. I have since had an opportunity of looking into the book with regard to the other grades. Are you aware (probably you are not, but I may bring it under your notice, as I have looked carefully into the figures) that in the Middle Grade the difference was less. In the Middle Grade the first boy's marks were 3,791, and the first girl's marks 3,074; while I may remind you that in the Senior Grade the first boy obtained 4,288, and the first girl 2,742. Then, in the Junior Grade, the difference is even less than in the Middle. The first boy got 3,866, and the first girl 3,512, being only a difference of 354, as compared with 1,500. In the Preparatory Grade the difference (761) is slightly greater than in the Junior, but still less than one-half of the difference in the Senior Grade?—Yes.

3549. You have called our attention to the circumstance that it is only of late years that the higher education of women has attained what you, and I consider to be its proper position?—That is manifestly so.

3550. And do not the figures that I have now brought before you suggest that the relative position of girls, as compared with boys, is improving as time goes on?—Very much, I think.

3551. It has been for a long time recognised, in regard to the education of boys, that the highest intellectual training is afforded by a study of the ancient classical literature, and of mathematics. That has been long recognised in regard to boys, and the education of boys—the highest education of boys—has been conducted on those lines?—Yes, for many years.

3552. It is only of recent years, I believe, that a return has been made to the principles that prevailed some 300 years ago, when Queen Elizabeth, Lady Jane Grey, "Sidney's Sister," and their contemporaries, received what you (and I beg to agree with you) consider the highest education. What you have laid down now as the opinion of educationists would have appeared a generation ago to be paradoxical?—Yes.

3553. Does it occur to you that the gradual growth of those views with regard to the higher education of women account, to a certain extent, for the figures that I have brought before you?—Yes.

3554. Is not this also to be considered—that the tendency of the system, as administered under the Act, is to drive boys and girls into what may be called the grammar school course?—Yes.

3555. And this to a greater extent in the Senior Grade?—Yes.

3556. And it is precisely in this course that, having regard to the history of woman's education, you would—at present, at all events—expect them to be deficient?—Yes, naturally.

3557. Then you do not think it is necessary to have recourse to any theory of the intellectual difference between the sexes to account for those figures?—I certainly do not. I think the previous history of their training would amply account for them.

3558. With reference to the last questions I put to you, the evidence is that boys as well as girls are driven into the education which, provided it were suitable for their position in life, is the highest and best education—that is, what I called a grammar school education; but I am sure you recognise the fact that there are a great many of our fellow-countrymen who, from their position in life, and the necessity of earning their bread in various ways, cannot aspire to the very highest development of their intellectual faculties by a grammar school education?—Yes; but you see, of course, we are dealing simply with secondary education. I should think the grammar school course, in the case of all the pupils under this system of Intermediate education, would be certainly calculated to develop their faculties, and that, whatever they were going to do in life, it would be an advantage to them to have their intellectual powers trained and their faculties developed in the best possible way.

3559. Would you regard as a necessity specialisation at a certain age, in view of their destination in life?—Yes, at a certain stage I would undoubtedly consider such specialisation necessary; but I do think that whatever a boy's destination in life is to be, a certain training of his faculties by Latin and otherwise would be useful.

3560. I am putting these questions in order to lead up to another matter. You agree also, of course, that whatever courses we adopt as alternative to a grammar school course should be in the strict sense of the term secondary education?—They must be.

3561. Do you not also recognise the fact that a great many of the girls in this country cannot, from various circumstances, avail themselves of the very highest kind of education—the grammar school education—and would you not consider it desirable that there should be—I will not call it a

lower programme, but a distinctive programme better for their special circumstances, and yet, in the strict sense of the term, intermediate or secondary?—What I objected particularly to was the idea of marking what I consider the good subjects at a lower rate—giving low marks in Latin and mathematics—which would have the tendency of driving those subjects out of the schools.

3562. Suppose we did adopt the policy of separate programmes—a grammar school programme, a modern programme, and a scientific programme for boys—would you object to our applying our minds to the construction of what I will call a girls' programme. I entirely agree, I may say, with everything you have said about the highest education for women, and deprecate what you call a flimsy programme; but just as we must apply our minds in the case of boys to providing a scientific and modern programme, might we not apply our minds to providing a programme that would be a high secondary education but specially adapted to the case of girls whose circumstances are such as I have indicated?—Of course I do not know what the programme is, and therefore it is difficult to speak about it.

3563. There is no programme at present before us—we are at present getting the opinions of experts, and this is a subject on which you are well qualified to give an opinion. You have not, perhaps, thought over that subject, and what I would venture to suggest that you should think over it, and if you could devise a programme that would satisfy your ideal of a thorough Intermediate education for girls of that class—not flimsy—but thoroughly solid—and yet perhaps specially adapted to the case of such girls—I am sure the Board would be very much obliged if you would send us in a paper giving your views on that matter. It is in evidence that a great many of those who take a keen interest in the education of girls do not adopt the Intermediate programme. It is more or less an accident that they belong to one church, because you yourself have stated that a great many of the parents of your girls do not approve of the Intermediate?—I think I distinctly said that that was owing to the faults of the way in which it was worked. It was the great strain of memory work, that made the parents say that the girls must not go in for the Intermediate examination—they felt it to be too great a strain upon them.

3564. Perhaps the observation may not apply to those particular parents, but I think we must recognise that, quite irrespective of divisions of any sort or kind, there are a great many who would gladly welcome a programme specially adapted to girls?—But not the lowering of the programme.

3565. Not to lower it, but to differentiate it possibly. I suggest that as a matter for your consideration?—In the secondary education in England they have not differentiated it, and would it be a wise thing to differentiate in Ireland?

3566. That is a matter for very serious consideration. Your idea at present would be to work upon a broad programme?—I dislike very much the idea of differentiation going back to the old idea of all girls doing an easier programme. I should be sorry to see the programme so differentiated.

3567. Rev. Dr. TODD MARTIN.—Do you mean a different value attached to subjects?—Yes, that is what I specially object to; because I feel that if Latin and mathematics were marked lower it would virtually result in driving those subjects out of the girls' schools altogether.

3568. Mr. Justice MADDEN.—You described the fundamental principle of the Act as the worst possible. I am not in the least shocked at that description, but I want to clear our ideas a little. The fundamental principle of the present system is that of payment on the results of examination unchecked by inspection?—Yes.

3569. That you regard as the worst possible principle?—I do.

3570. If you had to choose between two alternative reforms—either payment as the result of inspection, or payment as the result of examination checked by inspection—you would prefer the former?—I should prefer the former.

3571. At the same time, payment by results of examination, checked rigidly by efficient inspection, would not be the worst possible, but would be regarded by you as a great deal less bad, would it not?—It would be a very considerable improvement certainly.

3572. But do you think a great many of the advantages derived from the best possible system might be derived from an efficient system of inspection?—A great many of the advantages.

3573. Or rather I should put it in this way: that a great many of the disadvantages of the present system would be obviated?—With an efficient system of inspection certainly, because the inspectors would see that science was practically taught, and that the girls could understand French, for instance, when read and spoken to them, and that they were properly taught. The inspector could check all those things, and see that the appliances of the schools were good, and that the school buildings were right, and so forth.

3573A. With your knowledge of the circumstances of the country as affecting education, would you advise us, if we obtained the power, at once to substitute your counsel of perfection (that is, payment as the result of inspection) for a system that certainly has, in one point of view, obtained the confidence of the people, at least of the portion of the population interested in education?—It has certainly largely obtained the confidence of the country, and from that point of view it is a very important point to consider whether possibly it would be better to introduce the new system tentatively as far as the country at large is concerned; but personally, so far as regards my own college, I should very much prefer that it should be introduced immediately, though I admit that possibly sudden changes of this kind may not be good over a large area.

3574. O'CONOR DON.—Would it not be fairer, in comparing the relative capacities or results of girls and boys, to take the entire number of exhibitioners in any grade and compare the results obtained by the boys with those obtained by the girls, rather than to take the first exhibitioner in the boys and the first in the girls?—Yes, it would, I think.

3575. Mr. Justice Madden has called attention to the fact that in the Middle, Junior, and Preparatory Grades the difference between the marks gained by the first boy exhibitioner and by the first girl exhibitioner was not so very great, as in your answers to me it appeared existed between the boy and the girl exhibitioners in the Senior Grade?—Yes.

3576. As you have admitted that that is not the fairest test, I would ask you this. First we will take the Middle Grade. I will give you the figures—you need not refer to them, because you may depend I am giving them correctly. The third girl in the Middle Grade scored 2,538 marks, and the last boy in the Middle Grade who got an exhibition scored 2,633 marks?—Perhaps I might be allowed to say that I was quite aware of the fact that if the girls were examined along with the boys they would probably only come in for the book prizes, and that they would lose the exhibitions altogether; but I think in time that would probably tend to right itself. I have great hopes when I see what goes on in the Royal University examinations and in the Oxford and Cambridge Honour examinations—they do not do so badly there.

3577. Mr. Justice MADDEN.—I believe there was a senior wrangler as well as a senior classic beaten?—Yes.

3578. O'CONOR DON.—But I am taking them as a class?—I think the senior wrangler was beaten by 13 per cent.; but taking what is a fairer basis perhaps—taking the Royal University—the girls do not seem to do so badly there. I think Mr. Justice

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Madden has really brought out the point that it is the previous training of the girls that is accountable for the difference; it takes a long time to make up for past neglect. The boys must begin Latin and Greek very much earlier, and they are generally taught it very much more thoroughly, than girls. The feeling of many parents would be that this was of less importance to the girls than to the boys, and I have no doubt it would take some time before the girls were taught as thoroughly as the boys.

3579. The results at present go to show that if boys and girls had competed for exhibitions in the Senior Grade, the girls would have got no exhibitions; in the Middle Grade they would have got two, whereas they actually got twenty-two; in the Junior they would have got twenty-six, whereas they got fifty-nine; in the Preparatory they would have got seven, whereas they have got forty-eight; and the total number of exhibitions given to girls last year, which was 138, would, if they had competed with boys and were obliged to get the same marks as boys, only have been thirty-five?—I was quite aware of that, but I think possibly, as Dr. Todd Martin suggested, the merit which obtains an exhibition should be absolute, not relative—that all students reaching above a certain standard should obtain an exhibition; this might tend to produce more equality.

3580. That would show that this disparity in connection with exhibitions extends to the whole of the grades?—It was not quite so marked as in the other grades.

3581. Is it not now as marked in the very first grade—the Preparatory one?—The Preparatory Grade I have asked to have abolished, and certainly I object very much to the exhibitions being retained in the Preparatory Grade.

3582. Rev. Dr. SALMON.—The difference is just this—whether there is this objection to have a separate course for girls. I think that you really do not see how it would work. One thing is clear I think—I will not go into this question that the O'Conor Don has raised, because I think you will see that if the schools are examined on an equality they must be rewarded on an equality. It will be impossible to maintain as a general principle the rule that boys' results should be examined in exactly the same way as the girls'; and yet that the girls are to get five or fifty times as much reward for their knowledge as the boys. Putting that out of the question as an impracticable way of doing it, you have also to consider this. There are as many girls as boys in Ireland. How is it that (as I believe the figures were stated just now) there are 5,000 more boys coming to our schools for education than girls? Would it not be better to make some arrangements that will enable the girls to get exhibitions, and results fees, and all that, on easier terms than at present they are awarded? Then I think you have the fear in your mind that those higher class girls, as you may call them, will get no distinction: they will be able to say, "I have got an exhibition," and another girl will be able to say, "I have got an exhibition." How are you to distinguish one from the other? It seems to me that by having separate courses you allow the girls to qualify to compete with the boys—to go in for the general course. Then such a girl could boast, "I have got an exhibition in Class A," while another girl would go in in another class and she would only be able to say, "I have got an exhibition in Class B." I think there is far more distinction given to the highest class of girls by having a separate course for girls?—My fear is that in the schools generally the tendency would be to prevent their being taught the higher subjects.

3583. It would depend on the amount of exhibitions awarded to the better courses?—It would be difficult to award a larger number. It would then be said, "Why do you set a premium on these highest girls?" That is what I fear. Mr. Justice Madden said these subjects were best for the training of the faculties of the mind, and I cannot see why it should not be better for girls as well as for boys to have such training. I think in the beginning they all ought to be trained alike; then, when it was seen what subjects they had most talent for—what their special line was—they could be allowed to specialise accordingly. It can only be seen as they go on what work is most suited to them. What comes under a great deal of my notice is this—the immense number of women who have to earn their bread, and the saddest thing in my experience is the number of young widows who come to me and say, "What can I do to earn my bread?" They started their married life with the idea that they would be well provided for, and they return to me widowed, with, perhaps, one or two children, saying, "Can I get trained for kindergarten. What can I do?" I think it would be better to start the girls with an education which would enable them to support themselves if necessity arose; it is so hard to say whether it will arise or not. Girls placed originally in one class of life may, by some change of fortune, find themselves later in life in another; and girls have come back to me saying, "What can I do?—start a boarding house?—get trained for kindergarten teaching? I never expected to come to this, and I do not know what to do." I wanted to show you the practical inconvenience of mixing up the girls and boys.

3583A. I think you stated just now that the girls do not want the very highest mathematics or classics?—If I might be pardoned, I should like to correct that. I did not mean to say they did not want it; what I meant was, that I would not have it forced upon them. I should like them to take it if they, or their parents, or their teachers, thought it desirable for them.

3584. There is no forcing at all; the course is open to all; but the whole question depends upon the amount of marking. Now, if a boy only takes the elementary mathematics you only give him a small fraction of the marks you would give to one who took the highest mathematics. You could not give a girl more than the same fraction as you would give a boy for the same amount of knowledge—then, if you want to bring a girl into it, it is only possible in mathematics or Greek to earn a certain amount of marks, and you must make it possible for her to get the same amount of marks in another subject. Then, if you had the same course, perhaps schoolmasters would find it easier for their boys to take up these girls' courses than to take up those other subjects, and would content himself with teaching a very small amount of mathematics or Greek?—Does it not seem unfair to give the same amount of reward for a course distinctly easier; and, looking at it from the practical point of view, as the head of a school, the confusion introduced into the schools by the two programmes would be very great. As I have already said, if the number of subjects were increased, and the candidates were allowed to select from them, I think it would meet all the requirements, and obviate the necessity of these separate programmes.

3585. I quite agree, but the question is whether we are to attach the same weight to all programmes alike, no matter what their attributes may be?—I should.

3586. Well, we need not spend any more time over that. I think with regard to the criticisms that are so often passed on the working of our system, many of our critics forget this—that we were not appointed to give the best education that in our own minds we might consider advisable, but what we are appointed to do is to carry out a certain system prescribed by an Act of Parliament, and that Act of Parliament prescribed that we were to distribute our fees according to the results of an examination which necessarily (having to be conducted in different centres all over Ireland) had to be a paper examination. We found there were certain subjects not suitable in our judgment for a paper examination. One of those is

the subject of botany. I do not know whether you have applied your mind at all to the question how we could have examined in botany by a *viva voce* examination. One witness said specimens could be brought from Glasnevin, but one of the things we have to bear in mind is that our questions shall not be known beforehand. We take great precautions —we get our printing done in England, and do everything we can to prevent our questions leaking out. Could we order several thousand botanical specimens from Glasnevin without it being generally known, do you think?—I said before you entered the room that I had looked into that question a little more since Friday, and had ascertained that for the South Kensington examination flowers are ordered from Kew for all parts of England, Scotland, and Wales, wherever they may be required. One of our own teachers had gone in for that examination, and had received her specimens from Kew. If Kew can supply the whole nation in that way, it seems rather strange that Glasnevin could not supply specimens for the students who go in for these Intermediate examinations.

3586A. In the first place you must remember that our examinations are competitive examinations; are you aware whether the examinations to which you have referred in England, Scotland, and Wales were competitive?—I am not aware.

3587. That makes a great difference. There is a very strong pecuniary inducement for people to employ unfair means to get secret knowledge in competitive examinations. I need not tell you what complaints have been made even in Government offices; things which were specially confidential have gone out to the newspapers. Then, again, even supposing that we went to Kew—for I think you must give up Glasnevin as out of the question—we might perhaps go to Kew; even then could we keep it secret? When we got a whole lot of specimens would it not be possible for one girl to say, "I got such a horrid bad specimen, no one could make out what it was"?—I have not heard of any such complaints.

3588. No; because it has not been tried. I am only asking you to apply your mind to see the difficulties of carrying out competitive examination in botany.

3589. Most Rev. Dr. WALSH.—I suppose you regard that as an objection going to the root of the whole system of our examination?—I do.

3590. Rev. Dr. SALMON.—Then there is this to be borne in mind: we have a certain amount of money to distribute among schools, and you must recollect that the condition under which that money is to be distributed is not ours, but is imposed upon us by Act of Parliament; and the people who got it put into the Act of Parliament will also be ready to oppose any change of the system. The important thing was to avoid partiality in the distribution of the money. We have to distribute a large sum of public money for the purposes of education, and in Parliament it was thought essential at the time to do it on a system against the impartiality of which there could be no objection. That was the purpose for which this system was adopted. I need not say that, as between one girl and another, if you want to see which is the best botanist, and one inspector goes to one centre, and another inspector to another centre, it is not possible that you can fairly judge on that evidence between the respective merits of those girls. And, again, I think about competition, there seems to be a general impression that it is impossible to carry on a competition between the students on the results of a *viva voce* examination, and even as regards the distribution of money amongst schools, will there not be a liability to have accusations of partiality brought against us?—If the inspector satisfied the Board that the practical work was being done, I do not object then; but the thing is that there is no practical work done in connection with the subject or is not necessarily done. I think it should be made a *sine qua non*, that practical work should be done in the schools, and that the inspector could certainly testify to.

3591. There is one thing, I think ladies, and other people too, are apt to exaggerate very much, and that is that because a pupil is only taught to read and write French, we will say, it is as bad as if he learned absolutely nothing, and that he might as well not be taught at all. I say nothing about the advantage of being able to read a French book, but even for commercial purposes is not such knowledge of some value?—Pardon me one moment. Am I supposed to have said that speaking French is of no use?

3592. No, and I am not to be supposed to say that speaking French is of no use. But what I understood you to say was, that if you could not speak French it was hardly worth while knowing how to read or write it.

3593. Mr. Justice MADDEN.—To bring your recollection back to the precise answer you gave, you spoke of a girl who came to you with a book knowledge of French, but was utterly unable to speak it or understand it when spoken. You said that was essentially bad teaching, and ought not to be rewarded?—Yes.

3594. Rev. Dr. SALMON.—Suppose a boy goes into the employment of a firm having dealings with a French house. If, when a letter comes from that French house the boy is able to read it and tell his employer all about it, and is then able to write an answer to it, in French, would that be an absolutely worthless knowledge, because, perhaps, if he met the head of the French house he would be unable to hold a conversation with him—which not one boy in twenty in Ireland would ever have to do. Would that knowledge be absolutely worth nothing?—I say it would be knowledge of a very poor kind.

3595. But is it not worth acquiring. Supposing we are not able to impart knowledge of a rich kind, are we to be condemned because we impart such knowledge as we can?—I think you should strive after the best knowledge. I think it is a pity to reward this inferior teaching.

3596. It applies to a great number of subjects. Allow me to correct another thing you said, because I think I have had more experience of examinations in Euclid than you have. It does not at all follow that an examination in six books is more difficult than it is in three. When I originally went to examine in Trinity College we had an examination in which I think only three books were required. The result was that when you left out the doctrine of proportion all the examiners' ingenuity was directed to inventing ways in which questions put could be answered without bringing in the doctrine of proportion. It is just like arithmetic and algebra; if you exclude algebra and allow the pupil to answer questions that really cannot be nearly so well answered without bringing in something of algebra, you are not diminishing the difficulty. There is a great deal more difficulty in trying to do those things without algebra than with; and there is the same difficulty precisely with regard to the doctrine of proportion; if you shut it out from your knowledge you would find means of solving geometrical problems without it, but they would not be easier, they would be more difficult?—Our mathematical teachers objected very much to the introduction of the sixth book in the Middle Grade; they said it tended to increase the memory work, and that it would be better that more deductions should be set on the first and second.

3597. Most Rev. Dr. WALSH.—I understand, Miss White, that you are speaking only of the Middle Grade. You do not, of course, wish to exclude the sixth book of Euclid from our programme of geometry?—No, it is in the Middle Grade that I object to it—that it made the course too long.

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3598. Rev. Dr. TODD MARTIN.—We have a limited sum of money placed at our disposal. When you provide for inspection you reduce it very considerably. You propose that the schools on both sides (that is, the boys' schools and the girls') should have this money distributed on inspection according to the number of pupils. Have you faced this question—that the rewards for the higher subjects in that case, both for boys and girls, would be enormously reduced?—I have suggested that the value of the exhibitions should be reduced. I thought they were too high. That would probably supply some of the money. I do not know how far it would go to supply all that would be required.

3599. Observe, in Ireland, as you have said, there are as many girls needing higher education as boys. Suppose your system brings in the whole of those girls?—That is, of course, a very wide supposition.

3600. And it is proposed that by inspection the quality of the teaching in these schools should be estimated—the inspectors being perfectly free to carry into a girls' school their own ideas of what constitutes a girl's proper education. I would like to put this question—how are the boys to be helped forward to the higher education that this Act was specially intended to provide if the funds are distributed with so free a hand over all the girls' schools in Ireland?—That seems to be looking very much into the future. I do not think it will take effect immediately.

3601. But we must face it in our recommendations. We cannot draw up recommendations for five years to come without seeing what lies beyond?—You imagine you are to deal with this large and increasing number of girls?

3602. At the present time, boys who must, by superior education, fight their way in the world, are being educated by the help of this system. Girls, who must, by their education, also make their way in the world, are being educated by the help of this system. Your suggestion practically carried out would sweep in a lower class of teaching in boys' schools probably, and certainly a very large amount of teaching of the lower level in girls' schools, which would have to be paid for. We have a limited sum to dispose of; therefore the higher education both of boys and girls would enormously suffer?—I should be exceedingly sorry to see that happen, if that is an inevitable result.

3603. You see the strength of that position?—Yes, I am not sure that the increase in the number of girls who would come in would be so very great as you suppose.

3604. There would be no examination papers under your system?—I have all along said I would allow the girls to have the pass and honour papers, because I believe in an examination furnishing a healthy stimulus to the girls.

3605. That involves this—that we have all the expense of our present machinery of examination plus the expense of inspection, and we sweep in double the number of students probably, and we have only a limited fund at our disposal?—Of course, I can only say what I think best for education. I cannot undertake to say how the funds should be found.

3606. This is a question not in the clouds, but touching Irish soil?—I was asked, of course, to say what I thought the best education, and I have described what I considered was so. I tried to devise what was best for our girls, best for training their faculties, and best for the schools. The other question I did not know quite came within my scope.

3607. Might I suggest that you should look at the other question?—Yes, I will do so.

3608. Most Rev. Dr. WALSH.—Might I ask you, whilst looking at that other question, to bear this in mind—that at present our income is made up from two distinct sources—one, the smaller, is a permanent endowment; the other, the much larger portion, is held in a rather precarious way. Do you think it is likely that Parliament will go on giving us this enormous sum of £80,000 a year if it comes out that we are spending it on a system that is decidedly defective—I do not like to use a stronger word—and that we should have a much better chance of retaining this large provisional supplementary grant of £50,000 or £60,000 a year by trying to make our system a good system than by leaving it as it is?—I decidedly think so.

3609. Bearing on that point, we have heard a great deal about the confidence the public have in the Intermediate system. I take it, so far as you assent to that view, it means simply this that the public have confidence that there is no partiality—that Catholic schools are not favoured, or Protestant schools, and so on—but do you think the public of Ireland have, or can have, any confidence in the Intermediate system of working, I mean this high-pressure system of preparing for examinations, the holding of examinations all over the country, and the establishment of a universal system of competition between all the schoolboys and girls of the country? Taking it in that sense, do you think the system enjoys the confidence of the country?—I do not.

3610. Do you not think that on the contrary there is a very strong feeling in the country against it?—I do.

3611. And a feeling which is getting stronger and stronger every day?—I do, certainly.

3612. And do you not think that the fact that such a strong body of opinion is against the present way of working imperils very seriously this grant of £50,000 or £60,000 a year?—I quite agree with your Grace in that.

3613. Then I take it that you do not consider the introduction of proper amendments into our system would leave us with a smaller amount of money to distribute among our schools than we are likely to be left in control of if we let the thing go on as it is?—Your Grace has suggested that it might be cut down if the system did not enjoy the confidence of the public, and in that I fully agree.

3614. There is one question about botany. Has the Provost quite satisfied you that the present arrangements, as regards botany, are satisfactory: I think he has gone very near proving that on the present lines it will be very difficult at all events to hold a satisfactory examination for boys in botany. But do you think that is any reason for holding an unsatisfactory examination for girls?—I tried to point out that it was not.

3615. Does not the present state of things look very like this—that what is not good enough for boys is good enough for girls?—Yes.

3616. And you, as a lady of great educational experience, protest against that?—Yes.

3617. Rev. Dr. SALMON.—It was not that the girls were let in; it was simply this—that there was great competition among boys who use those minor courses, and the girls had not that severe competition. When we introduced the thing it would have done no harm at the time to girls, but it would have done great harm to boys?—I suppose it was considered that it did no harm to the *corpus vile*.

3618. CHAIRMAN.—I wish to ask you one question. I was much struck by one of the answers you gave—I think it was to my friend, O'Conor Don—it was, that this valuable paper which you assisted in framing was prepared upon the supposition that you were to direct your attention to such improvements as could be carried out without an alteration in the Act of Parliament?—Yes, we have not contemplated an Act of Parliament; we did not think it likely that it could be obtained.

3619. I believe this paper represents the opinions of a great number of ladies interested in Intermediate education. Can you tell me how many schools are represented by it?—The questions were sent, the secretary told me, to about 180 schools, and answers were received from a great number. Some

of them declined to express an opinion, others gave opinions very strongly, and as I said before we received only five opinions hostile to inspection. Afterwards we had a very long meeting at which the thing was very fully discussed, and naturally at this meeting there was some difference of opinion.

3620. I take it that this paper represents the opinions of at least 100 ladies interested in education?—Yes.

3621. And all these ladies framed their suggestions upon the assumption that it was a condition precedent to their suggestions, that they should not involve an alteration in the Act of Parliament?—I should think that is probable; I am not certain that they all knew about the Act of Parliament. I did, of course, and the secretary did, and I should think a very large number did; but it is difficult to say positively that it was in the mind of each.

3622. You received one of our circulars to managers?—Yes. We framed a set of questions ourselves and sent them round—"Would you think favourably of inspection, or what would your idea be?" and so forth. We sent round this set of questions to the different schools—"What alteration would you like to suggest—what defects?" and so on.

3623. You have read this circular of ours. I have underlined some passages. Take the first paragraph in it:—"And, if so" (that is, if any reforms or alterations of the present system are desirable) "whether further legislation is necessary for carrying them into effect"?—Yes.

3624. You see that involved the question as to whether legislation was necessary?—Yes.

3625. Now go down a little further; I have underlined it also. "No alteration in the provisions of the Act can be effected otherwise than by legislation"?—Yes.

3626. Now proceed to the next. "I am to state that the Commissioners will be happy to receive and to consider your views as to the practical working of the Act, and also any suggestions which you may desire to make as to reforms or alterations in the present system, whether such reforms or alterations may render necessary further legislation"?—Yes. Of course, personally, I thought that legislation would be so difficult that I did not take it into practical contemplation, but I have since been thinking over it, and I suppose it would only mean an amendment to an Act of Parliament; and I think it would probably be desirable to have it.

3627. The reason I ask you is that I think that this is a matter which has misled a great number of witnesses. Even Lord Justice FitzGibbon said he framed his suggestion upon the basis that further legislation would not be necessary. Then the suggestions which you have given us here to-day, and on Friday, are not limited by the provisions of the Act of Parliament, but they represent that which in your view would be the best system, provided there was no difficulty in changing the Act?—Certainly; because you asked me what would be my opinion in that case.

3628. Certainly; it was for that very purpose I did it. You observe, therefore, the wide difference there is between the lines upon which the Board worked until the appointment of this Commission (it being a Board appointed, as the Provost has shown you, to carry out a prescribed system), and the matter now under consideration which is the system which we can recommend the Lord Lieutenant to have adopted?—Yes; of course in the one case you are bound by the terms of the Act of Parliament, and in the other you are considering what is best in the educational interests of Ireland.

3629. Your broad view is that payment dependent upon the results of examination is a radically bad system?—It is; I consider it bad educationally, decidedly.

3630. And, of course, you are aware that it is very easy, when any suggested improvement is made, to attack the suggestion and show that difficulties might arise in carrying it out—in other words, that destructive criticism is more easy than well-considered constructive suggestion?—I am fully aware of that.

3631. Your opinion, as I understand it, is that any system of education which makes the payments to the managers of schools depend upon the results of examination is a bad system?—A thoroughly bad system.

3632. You have also stated that you do not object to a pass examination; what you object to, as I understand, is a pass examination upon the results of which payment to the managers of the schools will depend?—That is what I wished to say.

3633. Individual results?—Yes.

3634. As distinguished from payments which depend upon the proved efficiency of the school, and take into consideration the number of pupils?—That is what I think.

3635. Now this distinction, it is right to tell you—that is, the distinction between an examination with money payments to teachers dependent upon it and an examination *simpliciter*—has had attention pointed to it by Sir Joshua Fitch, a gentleman I think you recognise as a great authority?—Yes, and I quoted him as such myself.

3636. He says, "that the award of a money payment, and often the amount of a teacher's salary, introduced a disturbing mercenary element into his calculations and sometimes tempted him to adopt measures designed too consciously rather with a view to obtain the maximum grant than to subserve the best interests of the scholars"?—I should endorse that most thoroughly.

3637. He then calls attention to the advantage of individual examination, which is, I think, a thing none of us object to?—I tried to emphasize that also.

3638. "Moreover, individual examination, though an unsatisfactory method of computing a money grant, unquestionably acts as a safeguard for thoroughness and exactness, and as the best measure of a scholar's progress"?—I agree with that, and I think also that it furnishes a stimulus to the students.

3639. Later on he says:—"It is to be feared that the association in the minds of English elementary teachers between individual examination and a wrong and discredited mode of distributing public money" has led to a certain belief?—Yes.

3640. Do you agree that a distribution upon the results of examination is a wrong and discredited mode of distributing public money?—Yes; I do.

3641. One word as to this examination. If we had your model system (and I may be permitted to express a hope that possibly we may have it) the efficiency of the school would be judged by inspection?—Yes.

3642. Therefore every element that was necessary to enable the State to know the school entitled to payment and the amount that should be paid to that school, would be ascertained?—Yes, I think the efficiency of the teaching, the state of the school premises, the nature of the appliances—all those things, and also whether the programme was well carried out, could certainly be ascertained by the inspector.

3643. And naturally, like every other good thing, it would not be done without a certain amount of expense?—It would be liable no doubt to certain abuses, as nothing is perfect in the world.

3644. Now I come to this pass examination. You are aware of course that if there were a pass examination and a separate competitive examination—they could be conducted at much less expense than is the present examination?—It ought to be.

3645. Because at present every paper, upon which perhaps even a pass would hardly be secured, must be critically examined by him whom I may call the head examiner?—Yes.

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3646. As no matter how bad the answers in that particular paper may be, the student whose answers it contains may come out the first exhibitioner?—True.

3647. Then if the examination were divided, as you suggest, into an honour examination and a pass examination, held at the same time, the pass papers could be dealt with easily, as they are in the Science and Art and the Oxford and Cambridge Locals, an assistant examiner could examine them, bringing to the notice of the head examiner only the critical cases?—Yes, the more important ones.

3648. Supposing even with that reduction in the expense of examinations it was considered that inspection and examinations would involve too much cost of administration, would you prefer—that the pass examination should absolutely cease and that there should be inspection, or that the pass examination should continue without inspection?—I should prefer to have inspection without the pass examination decidedly.

The witness withdrew.

R. Y. Tyrrell, Litt.D., D.C.L.

Professor R. Y. TYRRELL, LITT. D., D.C.L., Fellow of Trinity College, Dublin, examined.

3649. CHAIRMAN.—You are a Fellow of Trinity College, Dublin?—Yes.

3650. And were so, I think, at the time this Intermediate Education Act came into operation?—Yes.

3651. And you are ex-Regius Professor of Greek there?—Yes.

3652. You of course naturally have had a good deal of experience of the working of this Act by observing the knowledge of the pupils who came up for matriculation?—Yes.

3653. In your opinion has the working of this Act led to any advantages?—Well, I have had very great experience of this; in fact I have taken part in the examination on every occasion when statutably I could have taken part in it, except one. There was just one year passed over when I might have been an examiner and was not. So that I have large experience of it from the very beginning, and I confess I saw with astonishment the strong body of opinion in the papers and elsewhere against examination as a principle. It seems to me that the principle of examination as against inspection, still more as against the old bad principles of patronage and so on, is quite inexpugnable; examination is so much the fairest way; and I do not admit for a moment that the examination has broken down. I am convinced of this—that the general knowledge of the forms of the verbs in Greek and Latin—we might call it elementary grammar or parsing—has improved under the Intermediate, I think not only *post* but *propter*; and I think that if the principle of examination was administered as well as it might be, there is no reason why it should not be a great success. Of course there are certain disadvantages under which it has laboured from the very beginning, and in very few words I would just like to point them out. In the first instance, it seems to me that in principle it is quite indefensible that examiners should be chosen on any other ground than superior aptitude, competence, and experience. When once the Commissioners feel themselves so constrained by public opinion or some other forces as to seek not in every case the most competent examiner, but the most competent examiner who shall profess such and such a form of faith, of course they are under great difficulties. They frequently have to take a less experienced and a less competent examiner, whilst there are more experienced and more competent examiners able and willing to do the work. That I conceive to be an initial influence which has impeded the good working of the system. Secondly, I think that it was a mistake, in classics at least (about which only I can speak), to have such short courses. That was the only point on which I dwelt in the letter which I wrote to the Commissioners, and I had from his Grace Archbishop Walsh only yesterday a letter on that subject, which precisely expressed my opinion. I quite agree with all that he says about the great necessity of having a large body of reading to go back upon. It seems to me that it is perfectly ridiculous that a boy of 18, or even 19, should call one book of Livy and one book of Virgil's Æneid the whole of his Latin reading for the year. It should be six books of Livy and half the Æneid. That would be fair, and not at all excessive for a young man of 18 or 19 in Latin alone, and not so much as used to be gone through at the schools in Dublin when I was a schoolboy. Again, it has been a dreadful disadvantage that there was no possibility of *viva voce*. Of course it is a disadvantage that is not so fatal to the study of classics as it must be to the study of a modern language. I do not consider it was the fault of the system or of those who administered it that the shocking results of which we read in modern languages have come about. I think the teacher who deliberately, with the desire of gaining a prize, teaches a boy to say "*No os allonns*," "*Vows allezz*," "*Ills vont*," (rhyming *with wint*) is dead to the feelings that ought to animate any teacher. However, if such advantage is taken of little loopholes in the system, something must be done to obviate it, and, of course, *viva voce* would obviate it. But it seems impossible (and this is the only constructive suggestion I have to make) that *viva voce* could be carried out generally all over Ireland. It seems to me the Commissioners might do that which is done in the Scotch universities. *Viva voce* there is not applied to all the candidates, but only to those who are neither very good nor very bad—the line balls, as it were. It is a kind of subsequent examination. Only those who have not clearly distinguished themselves on the one hand, and those who have not clearly proved themselves utterly impossible on the other—only those have to submit to *viva voce*. That greatly narrows the area over which the *viva voce* would be carried out. And even taking the case of those who, perhaps, might ultimately escape the *viva voce*, the chance of *viva voce*—the fear of *viva voce*—would make, for instance, the phonetic method of teaching French impossible, because if there was any chance that he might be subjected to it, the teacher would take good care to make him learn how to pronounce the language. Again, I would say that under the present system the hands of the examiner have been always too much tied. The paper has been split up into the minutest divisions, and the result has been that the examiner was sometimes forced to give marks which, really, his sincere judgment hardly approved of. We will say that there are six sentences given for translation into Latin. Well, no matter how egregious the mistake—the transitive verb governing a nominative—you cannot do more than deprive the candidate of the marks assigned to that particular question; and no matter how brilliantly he has shown a capacity for composing, you cannot give him more than a certain assigned mark. The result may be that a very commonplace boy may get as good marks upon the whole as a much superior one. I think the examiners should have had a free hand, and if those improvements (none of which seem to me to be impossible to carry out, except, perhaps, the rational principle of choosing examiners) were carried out, it seems to me

that the system of examination would be the proper way in which to administer this fund, and I cannot think that inspection will ever work well, or commend itself to the thorough confidence of the country. I have nothing else to say, my lord.

3654. In reference to the appointment of the examiners, I asked the Assistant Commissioners a short time ago the number of examiners of whom they had received complaints, and I understood them to say that during their experience they had found only three incompetent examiners. A complaint was made of one, and I believe that the incompetency of the other two was discovered by the Assistant Commissioners themselves from the marks assigned by those examiners to certain questions, and consequently none of those three examiners were ever re-appointed. Did you at any time make any complaint to the Assistant Commissioners as to the incompetency of any of your colleagues?—No, I never did.

3655. In reference to these short courses, when I entered Trinity College there was a very long course, indeed, in both Greek and Latin; we were not examined in all the books prescribed, but we were liable to be examined in all?—Just so.

3656. And four or five years before, when I was at school, the course was extremely extensive. Do you not think that that was a good system—that it enabled one to learn the language otherwise than by learning it off by heart?—Certainly.

3657. Would you approve, then, of a much more extensive course, in which the examination would not be conducted with the particularity with which students are now examined in this very minute portion of the classics, and then there might be a small portion prescribed for minute criticism?—I think it would be much better.

3658. As to this *viva voce*, as to which, I may venture to say, I entirely agree with you. You say its necessity arises from the fault of the teacher; but you see that, as the rules are now framed, we are not able to deal with the teachers' faults?—Certainly not.

3659. And unless we are enabled in some way or other effectively to cope with the fault of an unconscientious teacher, this system would not be a satisfactory one?—I suppose not.

3660. What do you think would be the best mode of coping with the difficulty?—I can think of nothing except *viva voce*.

3661. You do not approve of a system of inspection?—I cannot think that inspection would really work well.

3662. In an educational point of view—for I want to eliminate political questions and matters of that description—do you think it would be an advantage that an inspector should hear a class taught, and possibly examined, by its teacher?—I cannot think that that would be as convenient or as certain a way of advancing secondary education as the present one. I may say now as to what has been said about cramming and so on, I think for very young boys cramming is essential. Cramming, in regard to such boys, does not differ from teaching; you must cram them. You could not think of asking a young boy to follow the train of thought in an Ode of Horace; you must tell him, "This Latin word governs that Latin word"—"this means this and that means that." A young boy is not capable of those educative processes which we hear talked of. They must be crammed at first, I think.

3663. That refers to rather an early age, I should think?—I should say so.

3664. You would not expect to cram a boy for a Junior Freshman Honour examination?—No; I think if the examination is a good one, and such as it ought to be, cramming ought not to pay. The student ought to see that his own interest demands that he should master the thing.

3665. If the examiner be a competent one, and there be a *viva voce* examination, it is quite certain that the examination will be conducted as it ought to be?—Certainly.

3666. In other words, the difficulty arises from the absence of a *viva voce* examination?—I think so very mainly.

3667. Do you draw any distinction between examination *simpliciter* and examination upon the results of which teachers are paid fees?—Well, I really cannot see that there is any real difference. One would say that the only effect that the paying of fees would have would be to stimulate the efforts of the teacher.

3668. To do what would result in earning the fees?—Certainly.

3669. Do you think, then, that that has no effect upon the mode of teaching?—Well, I should think it would not have if the examinations were conducted ideally.

3670. That is, with a *viva voce* examination?—A *viva voce* examination, and by very competent and experienced examiners.

3671. But if there were no possibility of *viva voce* examination, can you tell us what would check this practice?—What practice precisely do you mean, my lord?

3672. The practice of cramming?—Of course the whole history of examinations is the history of a war between the examiner and the crammer; that is, between the one who tries to ascertain the real knowledge and state of education of the candidate, and the person whose profession it is to teach him to simulate those qualities. I think with thoroughly experienced and competent examiners it might be made a very difficult matter for the crammer to teach the pupil to conceal his ignorance or simulate knowledge.

3673. Is it not the experience in that battle of which you speak that the crammer has often been successful, and is in fact now successful. There is an immense amount of cramming now for the higher Civil Service examinations, is there not?—I do not think it is really so. The crammers advertise, and their enemies do not. At the Indian Civil Service, which is a great prize, there has been no such decided victory on the part of the crammers as they would like you to believe, because they claim men who have spent three or four years in a university and attained high distinction, and who have afterwards spent a couple of months with them—they claim those men as having been taught by them. Well, the university of course does not go with a counter-advertisement, and declare—"No, this was my man." I have myself very frequently examined for the Indian Civil Service, and of course I try in every way to defeat the crammer, and I must say in my large experience of the Intermediate I have had excellent work before me, work that I am perfectly certain represented good education on the part of the candidate.

3674. Mr. Justice MADDEN.—I understand from your evidence that you do not regard the payment of fees as the result of inspection as the ideal system?—Certainly not.

3675. Have you considered the possibility of using a system of inspection as a check upon the payment of results fees dependent upon examination?—I have not; I have never considered the question. I am afraid I could not answer that.

3676. Your opinion is quite clear that as between two alternatives—payment of results fees dependent upon examination, and payment of result fees to managers dependent upon inspection, you prefer the former?—Oh, infinitely; I cannot understand anyone preferring the latter.

3677. I presume it follows from that that you consider that many of the defects and abuses to which our attention has been called are not inseparably connected with the system of examination?—Cer-

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tainly not with the system, but perhaps to a large extent with the administration of the system.

3678. Assume for a moment that the general examination to be held through the whole of Ireland must necessarily be held by paper, from practical considerations. Take classics. Do you think that an examination can be so conducted as really to test scholarship, and by testing scholarship to test the efficiency of the teaching?—I think so, certainly.

3679. I am sure you attach great importance in such an examination to composition?—Very great.

3680. And to the translation of what are called here "unseen passages"?—Certainly.

3681. How do you think you can best arrive at a wide range of reading; do you think it is by setting unseen passages?—I think so.

3682. In order to have a vocabulary sufficient to translate an unseen passage, you must read largely?—You must read largely.

3683. As a means of ensuring a wide range of reading, which do you prefer—prescribing a wide course, or adopting largely unseen passages?—I would prescribe a very wide course.

3684. I would like to have your reason for that advice, because there is a difference of opinion existing on that subject?—My opinion is this—that if a smaller course —what I would call an insufficient course—were prescribed, I am certain that the teachers would not allow their pupils, or at all events not compel them, to read outside, on the mere off-chance of improving their vocabulary. They ought to do it, but they would not.

3685. I have not exactly the same alternatives before my mind, I think, that you have; I want your opinion on the relative merits of two suggestions—first, to have a larger prescribed course in order to ensure a wide range of reading, and secondly to have no prescribed course but to test scholarship by giving passages, fairly adapted to the age and state of education of the students, which they probably have not seen before. Which would you prefer?—Well, I have not considered that; I certainly think I would have a long course, and I would increase the unseens. But what you have just said, it seems to me, would be excellent in the Senior Grade —to have no prescribed course at all.

3686. I think you will probably agree with me that Dr. Johnson's advice, "Clear your mind of cant," is especially applicable when you come to talk of cramming?—Certainly; there is a great deal said about cramming, and a great deal also about the vitiating effect upon pupils' minds of getting prizes, which in my opinion fairly comes under the head of cant. I do not think it vitiates their minds at all.

3687. Something has been said about mercenary effects on the mind of the teacher. Whenever you distribute money, no matter how, mercenary considerations may be expected to supervene; is not that so?—Certainly; I think it would be a very extraordinary Utopia in which they did not.

3688. Turning for a moment to the question of cramming, memory is a most important part of the intellectual endowment. As I understand cramming in a vicious sense, it is overloading the memory, or stuffing the memory with isolated facts having no relation to other facts?—I think that is an excellent definition of it.

3689. That vicious cramming is distinguished from cramming, or storing, the mind with facts which are necessary to be known, and thereby improving the memory?—I venture to say that in the case of the very young students cramming in the full sense of the word is necessary. You must give them isolated facts, and you will throw away your time if you try and connect them by any philosophical hand.

3690. At a very early age, I suppose, you did not take as philosophical a view of knowledge as you have since been able to take?—Well, I had a very strong memory, and I think the best thing I was able to do was to store that as well as I could, and afterwards, when I had a more philosophical mind, I saw the connections, and all this knowledge had subsequently its educative effect.

3691. The foundation of all education is "cramming" in the superior sense—that is storing and improving the memory in earlier years?—Certainly.

3692. And you think the abuse of the system—that is, cramming in the vicious sense—can be largely obviated by a proper mode of examination?—Yes, I would say it would be cramming, for instance, if, supposing there was a description of a ship in Greek, you gave the mere technical terms for each of the Greek words, and said—"Never mind what parts of the ship they are; you will be asked that; put that down as the answer, that is all you have to do." That is not a very good example. I was trying to get one, because, after all, perhaps, an illustration is sometimes better than a definition; but I would call that cram, and I would call it cram if you said, "You may pass over all that part, because there is an improper passage here, and another there, and you will not be taken in the proper part between."

3693. Would you call it cramming if all the rivers that are mentioned in Virgil were committed to memory without any knowledge of the passages in which they are introduced?—I think that would be a very excellent illustration. I would call it good teaching, because, though perhaps it would be more easy to learn each river, together with the rest of the country through which it flowed, a boy could not fail to learn a large amount of geography if he knew all the rivers.

3694. You attach importance in some branches to *viva voce*. You would not attach much importance to the pronunciation of Greek and Latin, considering that there are four distinct modes of pronunciation?—No, but I attach importance to a knowledge of prosody.

3695. In a written examination, by making the student mark the quantities of certain syllables you could get a test of that?—I have tried that over and over again and it has failed. In the first place there is an even chance that a boy will be right by marking any quantity at random, because it must be either short or long, and I have known students frequently to put down alternately short and long, and get half marks.

3696. I think the boy in that case is entitled to more credit than the examiner?—Well, I confess in my own case I defeated that, because I ventured to do a thing which perhaps was a little high-handed. I never would give any more than 5 out of 20 unless they did more than half right, because I thought on the principle of chance, they might have hit the right nail. Every syllable must be either short or long or common.

3697. Now you may assume, for the purposes of this discussion, that *viva voce* examination is impracticable at the general written examination?—Yes.

3698. Assuming also that *viva voce*, as a test of the methods of teaching, is important, could not a very fair substitute for *viva voce* examination, as a test of the methods of teaching, be obtained by means of inspectors or visitors who would go around the schools, and see whether there was an honest attempt made, say, to teach French as a living language?—I think something must be done to put an end to this disgraceful abuse, and also the mispronunciation of Latin words. I have found gross ignorance amongst Intermediate candidates of pronunciation, and also in candidates for the London University, for which I have been an examiner for many years. There is no compulsory *viva voce* examination there, as a rule, but the examiner is sometimes allowed to put *viva voce* questions, and even

in the case of a candidate who has done quite a brilliant paper, I have been astonished at the disgraceful mispronunciation of every word almost.

3699. That was due to a defective method of teaching?—Yes; a boy would have got a scholarship or high class honours in the written examination, whose *viva voce* examination would ensure his rejection at an ordinary examination.

3700. Therefore, though you reject inspection as the foundation of the grants of money, you are not prepared to reject it as an adjunct to the present system?—No; I think something must be done to prevent these abuses.

3701. Rev. Dr. SALMON.—In reference to the marking of quantities, I don't know whether it was last year or the year before you reported that to the question—"Mark the quantities of the syllables in the two following lines"; the answer was—"The quantity of the syllables in the first line is fourteen, and the quantity of the syllables in the second line is twelve." Now, with regard to encouraging mercenary motives, we have got a certain amount of money to distribute. It has been objected to our system that we appeal to mercenary motives on the part of teachers and pupils. Could you tell us how we could distribute this money without appealing to mercenary motives?—Indeed I could not. Those sentiments are extremely beautiful, but, as Cicero says, they belong rather to the ideal state of Plato than to society as it exists.

3702. Certainly I attach even more importance than you do to *viva voce* examination in the classical languages. Now, in reference to unseen passages, one of our witnesses objected that they are only fit to be given to a boy who had read a whole course of Latin and Greek literature, that then you might give him an unseen passage, but not before. Now we have different grades of examination, and is it not possible to make the unseen passages suitable to each grade?—Certainly; and it would be only a very imprudent examiner who would give passages requiring a very much larger reading than the candidate would presumably have had, to enable him to see the meaning of the piece of Greek or Latin. That I think is an essential part of the equipment of a classical scholar. If a boy's sister asks him what is the meaning of some Latin sentence, and he cannot tell her, it speaks against his school or against his college if he has been to one.

3703. Is the examination necessarily more easy if a short course is given than if a long course is given? I find that the effect of a short course is that they get it off by heart from beginning to end, whereas if you have a long course they will try and learn something of the language?—Yes; that is one of the advantages, besides the immense enlargement of the vocabulary, and that knowledge which comes from no source so well as from reading the original authors themselves. I am sure when you were at school they did six or eight times as much reading as they do now. When I was at school they did six times as much as the Senior boys do now. His Grace the Archbishop suggested something about four times as much—I would say that it should be increased so much at least. I would press it even further, and say six times as much.

3704. I attach great importance to *viva voce* examination, if we could see our way to it—when you examine merely by papers there is a way of making up the answers. For instance, I dare say you may know that when we had a very long course for scholarship, and competitors had to answer in all the books that they had read in the whole course, the experienced grinders used to give them a book with a line put to all the passages that an examiner would be likely to take, and the men would only prepare themselves in those passages, and not mind the rest?—That is what I would call cramming.

3705. When I examined I used to find it far more effective to put the men on a casual passage: when they got a dozen lines or more to translate something would be indicated when they came on a portion which they had not prepared beforehand?—That is just what I have said. An intelligent examiner can always detect artifices of that kind.

3706. *Viva voce* you can. I am not so sure that you can do it on paper?—There are what are called "tippy" passages, and these can be avoided, or you can begin before the "tippy" part begins, and if you find a student has an outburst of intelligence the moment you come to the "tippy" part you know what to suspect.

3707. I am sure that when persons address themselves to prepare students for answering papers a great deal could be judiciously done by an experienced grinder. I am sure that our schoolmasters do it as they have a right to do. They ask themselves—"If I was to set a paper on this, what would I take?" and I take it the chances are that they would set very much the same question as an examiner would set?—I should think they would, or at least they ought to.

3708. O'CONOR DON.—What is your objection generally to inspection? What are the evils that you apprehend would arise from it?—I think that it would be exposed to distrust—that it would be, at all events, alleged that there was favouritism.

3708A. Is that the only objection?—Well, of course I have not very much considered the matter, but I think it would be very difficult unless the inspectors were at it the whole year to adequately judge about a school?—One man might be, for instance, a very good judge of the teaching of the classics, and no judge whatever of the teaching of mathematics. You should have two different inspectors. Beside, I fancy that schools would at once address themselves to appealing to the public. They would say, "Look at our school, where there is a cinder path for bicycles. When we have that you may imagine what our instruction in the classics and mathematics must be." There would be a great deal of that—the bath-room, the recreation-room, and the swimming-bath, and everything like that would come into it, and I think education would really begin to be a comparatively secondary object.

3709. Which do you think the good schools or the inferior schools would benefit by inspection, or do you think there would be any difference between them?—I think the schools I should call good schools would not have a chance of showing their superiority to the others under inspection as well as they would have under examination. I believe nothing has been alleged against the fairness; at all events, nothing has been proved against the fairness of the examinations under the Intermediate system—against the complete honesty of them.

3710. Don't you think the two might be combined with advantage—the inspector to show that the teaching and the general management of the school was good, and then the examination to show the superiority of the school over another?—I think what Judge Madden said was excellent. I would have inspection only where examination was obviously inapplicable; it being taken for granted that *viva voce* is impossible, which I suppose it is, even with the qualification that I gave that it should be applied only to the "line balls."

3711. Of course *viva voce* would not be impossible on the part of an inspector to see whether a language was properly taught?—Certainly not; but it occurred to me that it might possibly be applied as part of the examinations, if only the "line balls," those just on the border line, were examined, and that would get rid of the necessity of inspection altogether.

3712. Mr. Justice MADDEN.—You could not ascertain the "line balls" until the papers had been read?—No.

3713. Then you would have to have a separate examination?—Yes, that would be quite necessary.

3714. O'CONOR DON.—With regard to the number and value of exhibitions and money prizes to the boys, do you think that they have a good or a bad effect?—

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I should think that it must have a good effect in stimulating their exertions.

3715. Do you think it might be more desirable that these exhibitions should be held as an aid to the further education of the boys, and that that should be made a condition of his getting at or holding it—have you considered that?—Well, no, I have not. I think the prize would not be so much valued by the boy perhaps if it was saddled with that condition, though it might be better for him in the end.

3716. You have no strong opinion on the subject one way or the other?—No; only I cannot see how it could have any vitiating effect on the mind of the boy to know that he is honestly endeavouring by intellectual labour to acquire a certain prize.

3717. You think that the hands of the examiners are under our present system too much tied. Supposing an examiner is the sole examiner in a subject, and that all the papers in that subject or those in a particular grade are set by him, and that all those papers are sent to him, in what way are his hands tied?—I illustrate it by the fact that sometimes a certain subject is split up into so many small parts that you are obliged to allocate your marks within those little confined areas, and the effect sometimes is that the sum of the small marks does not really represent the general impression you have formed of the boy.

3718. If you are the sole examiner you can exercise your own judgment?—Yes; if you are sole examiner.

3719. Then the difficulty solely arises from the fact of there being a number of examiners on the same subject?—Certainly; if there was only one examiner, or if all the examiners were precisely, or nearly so, of equal competency or experience. But that would be almost impossible I suppose.

3720. You are aware that in certain subjects the papers are so numerous that we have not only different examiners in setting the papers, but the marking of papers belonging to the same candidates have to be marked by different examiners?—I believe so; I believe they are in English composition for instance.

3721. That has not arisen in the classics I suppose?—A few selected compositions are generally submitted to all the examiners—if there are more than one examiner.

3722. Do you think where the papers are marked by different examiners there can be anything like a similarity in the marking?—I don't think so. If one examiner is, say, a very experienced man, and another is some person who is examining for the first time, I think there is liable to be a very considerable divergence, the new examiner being probably the more severe of the two.

3723. So that under the present system there may be inequality arising out of the different marking of different men?—I think there must be, but I don't think it can be very, very large. I should say there must be some slight inequality on the part of even one man. Who shall say that his standard never varied at all from the first of the month to the last?

3724. Or at the end of the day from the beginning of the day?—Yes; I think a careful examiner should go back to his early papers to see whether he is keeping his standard steady. In that way you make the error very slight.

3725. Rev. Dr. TODD MARTIN.—You propose that the course should be enlarged. In that case I suppose the examination would be conducted somewhat differently. I mean you would test the knowledge in a somewhat different way?—I think you could test the knowledge on a much larger course in a similar time.

3726. I am not thinking of the time but of the examination. Would the questions set be different?—Not different in kind, I think. I think they would be, perhaps, less minute. If you were to examine a boy in half the Æneid instead of in one book of course the examination would be less minute.

3727. You think that would be a desirable change?—I do.

3728. I quite agree with you in that. In regard to the difficulty of giving a student his proper marking for the total of his work on the paper, you say there is a difficulty on account of its being broken up. When you take composition, say, there is more than one piece given?—In the Junior Grade there are, perhaps, six sentences given, and a certain portion of the whole mark assigned to composition is allocated to each of these.

3729. Are you not allowed to deduct or to add on account of excellence in one part of the composition as against another?—I think it would be looked upon as an error. You know one's marks are revised in the office, and if they found that the whole mark was, say, 120, but that the detailed marks when added up only came to 110, I think it would be looked upon as an error, and one's attention would be called to it.

3730. That is, however, a matter of detail in the arrangements?—It would be easy to say to the examiner, "You may, if you find that this candidate has answered with exceptional merit on the whole, add a few marks to his number." I should rather not tie his hands so much. It is unfair. It would be better to let him give one mark for the whole composition.

3731. I understand you prefer distributing the results to schools on the principle of a general examination, which would be a written examination, to distributing them upon the visits of an inspector?—I certainly do.

3732. In regard to the present method, supposing it improved, as you suggest, do you think that it fairly tests the work done by the teachers, and fairly distributes the rewards to the pupils?—I think the present system, if corrected of certain abuses, or improved in certain methods, would fairly distribute the rewards to the pupils, and fairly be taken as estimating the work done in the schools. Of course, I only speak of the classics. The Assistant Commissioners I know in that subject always take the greatest care of the papers to secure that they are as fair and right as possible.

3733. You would not then recommend, if we had the power to do it, the changing of the basis on which the State has been for some time endeavouring to promote Intermediate education in this country?—I certainly do not think that inspection would be an improvement. I do not see that there is anything to complain of in the present system; but I hold that it could be better administered.

3734. I gather that you don't attach much importance to the very malign influence of the mercenary motive?—Not the least, sir.

3735. That if the State is to pay under any system it is bound to establish a system that appeals to the desire of the teachers to be paid?—Undoubtedly, and a very proper desire.

3736. Now in regard to the influence of this system in changing the method of teaching in schools, that is the tendency to induce teachers to employ an evil method of teaching, do you think that it would be possible to get rid of the tendency to adopt the easiest method of reaching rewards under any system if the masters choose to adopt such a method?—I fancy the inspection system could be defeated.

3737. That is just what I want to ask you—is it too vulnerable a system?—I don't see why it could not be defeated too. In fact one often hears of inspection of lunatic asylums and such places being very imperfect and being defeated by astute governors. I do not know whether it is so now, but there have been novels about it.

3738. Dr. BARKLEY.—You have a very long acquaintance with the Intermediate examinations. Is it your experience that the examinations in the classics have a tendency to grow more difficult year by year?—I don't think they have.

3739. We have been told that as regards other subjects, and I wanted to know if it applied to the classics also?—I don't think so, and I attribute that

to the extreme care with which the Assistant Commissioner revises the papers. The examiners are always glad of suggestions from him.

3740. Do you find any difficulty in graduating the papers properly, so as to suit condidates of the four different grades?—I would not say but that sometimes you may pick out a harder question in the Junior Grade than in the Middle. One writes all the papers together and one tries to avoid it; and if one man is writing the Middle Grade and another the Junior Grade, a copy of the Junior Grade is submitted to the former in order that he may graduate his questions.

3741. With reference to the length of the course, has the shorter course originated from any special cause, such as the number of subjects that students have to take up?—No doubt, I fancy that must be the real cause.

3742. And that is the fact in the universities as well as in the Intermediate schools?—Well, I fancy it has a tendency against specialisation.

3743. One of our rules at the head of the programme I see is—"The passages for translation at sight will be chosen of a style and character similar to those of the authors prescribed in the same grade." Does that hamper the examiners?—I would quote that as one matter in which the hands of the examiner are unduly tied. It is very difficult to get something of exactly the same type. If the subject is Xenophon it is absurd that you cannot give them, say, a piece of Demosthenes.

3743A. This year in Greek certain portions of Plato and Euripides are prescribed for the Middle Grade. There would be great difficulty in getting suitable passages for translation at sight from other books if they were to be similar to those books?—In these cases they always give unseen passages, one from Euripides, and the other from Plato. But I think that clause about "similar in style" ought to be removed. It is one of the things that unduly tie the hands of an examiner.

3744. Books by the same author or by an author whose style is similar?—Yes; and it led in one case to a very unfortunate result, namely, the setting as an unseen passage of a piece that was actually prescribed.

3745. Most Rev. Dr. WALSH.—You were good enough to say that you agreed with the view I took the liberty of suggesting to you in reference to the classical examinations. I should like to get it from you in more detail. You have mentioned one feature, namely, the extending of the range of matter?—Yes.

3746. It would be eminently unfair, I suppose, to extend the range of matter, if the same minute information was looked for over the large range that is now looked for over the small?—Of course it would.

3747. You have spoken of the matriculation examination in Trinity College in former times as having covered a wide range of matter. At that time candidates were not examined with anything like the minuteness that the Intermediate boys are now, even in the Junior Grade?—No; I think not.

3748. The examination might cover, for example, the whole of Horace and the whole of Virgil; but there was nothing like the minute examination that there is now?—No.

3749. Do you think it would be desirable to have the boys trained in minute work on some portion of a classical author, besides having to pass a less minute examination in the wider range of books?—Well, I think it is desirable. We do it in Trinity College by means of *viva voce* examination.

3750. Unfortunately we have not been able to do it by *viva voce* examination; but could it not be done by selecting a particular portion of one author, and limiting the minute examination to that portion?—It might be done by selecting particular books in which they would be expected to pass a minute examination.

3751. Or portions of books?—Yes. In fact there are three things in which they are examined in Trinity College: there is the *viva voce*, the defined part, and the general part.

3752. Even without the *viva voce* examination you might have two things. You might have a large range of matter, in which there would be a fairly broad examination, to test whether the student really understands the structure of the language; and then a smaller portion prescribed, in which he will be thoroughly examined in the matter of the book, the matter, as distinct from the language?—Yes.

3753. I suppose that in your experience as examiner for the Board you have met with a great deal of defective work in the written answers?—Yes, a great deal.

3754. Of course you are not in a position to say whether that may not have been the work of boys who failed in the examination?—No; of course not.

3755. We know that a large proportion of the candidates fail to pass the examination, and the presumption is that the worst work was done by those who failed?—Very probably.

3756. You have never yourself taught upon a system on which your income depended on getting a certain number of pupils to pass on examination?—No.

3757. Do you know of any place in which such a system prevails?—Well, to a certain extent it prevails in the case, for example, of private grinders, or "coaches," as they are called in Oxford and Cambridge; of course a man's eminence in his profession depends upon the number of pupils he passes.

3758. But his income is not affected directly by his success or failure in each particular case?—No.

3759. I wished to know if you knew of any place of education in which the teachers were paid in that way?—No; but at the same time there is very little difference in the case of a private "grinder" or "coach," for of course his reputation and consequent income in his profession will depend on the success of his pupils in passing the examinations.

3760. On a former occasion, not during this Commission, I asked the question of a colleague of yours, and he said it was the system in force in Trinity College: of course I knew very well that it was not?—No.

3761. You say that in your opinion it would be wise if, in future, the classical examiners were instructed to inflict a penalty upon students who failed in a particular part of the examination by mulcting them of a portion of the marks. At present you are not at liberty to do that?—We are not; and it seems to me that that would be one way in which cramming might be defeated. If you set a passage to a candidate, and found that in a portion of it he translated it correctly, but that in the remaining part he did it incorrectly, and evinced ignorance of the language, there would be a strong presumption that he had been crammed in the first portion, and did it from memory.

3762. I have heard of one case, in which an examiner set a paper containing twelve lines of Virgil for translation, and, by an error of the printer, or possibly by a stroke of cleverness on the part of the examiner, a line in the middle of the passage was omitted, but it made no difference in the result with some of the candidates; they translated the whole of it, including the line that was omitted?—Yes; I have heard of that. I think Professor Purser was the examiner. I am rather inclined to think he did it on purpose.

3763. The case I speak of was one in which a paper was set by Dr. Stewart, of the Catholic University?—I knew him very well.

3764. You consider *viva voce* examination to be of importance in testing a candidate's knowledge of classics?—Yes.

3765. The Provost, if I may take the liberty of saying so, made a judicious observation the other day, that *viva voce* examination was of rather more importance in finding out what a boy did not know, than in ascertaining what he did know—you agree with that?—I dare say that is so.

3766. In reference to prosody, and getting candidates to mark the quantity of syllables, have you met with boys who could tell you, with absolute accuracy, whether a particular syllable was long or short, and who

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still mispronounced the word most egregiously—pronouncing it in such a way as to fall in with no recognised system of pronunciation?—Well, no.

3767. I have met cases of that sort. It would go to show that the system of merely marking the quantity of syllables on paper, or even a *viva voce* examination, as to whether syllables were long or short, is an insufficient test of a candidate's pronunciation of the language?—Yes; but I would ask him to read a passage for me.

3768. A boy might say cústodi for custódi?—Yes; but I always tell them not to read by accents, but by quantity.

3769. There is no real test of a boy's pronunciation, except by getting him to read a passage?—Yes.

3770. Now, you spoke of inspection, and I wish to direct your attention to the way in which it is dealt with in the Report of the Commission on Secondary Education in England. The view expressed in that report is this:—that first, as a check against such defects as we have to contend with here, there should be a sort of general inspection of the school "as a check on inaccuracy, indolence, inattention, and blind routine—that it should include an inspection of the school equipment and the teacher's qualifications, with such general observations of the time table and the teaching as naturally form part of the visit of an intelligent observer." Then the report goes on to say that inspection of that sort, which is treated as a ground work, should be supplemented by one of two things—one, a thorough examination of all the candidates; the other, a thoroughgoing, complete educational inspection of the school. Inspection then is distinguished—first, there is, so to speak, an underlying inspection, merely as a check to correct gross defects; and then another kind of inspection of a far more searching kind; but this second is but one of two alternatives, the other alternative being an examination of all the students. Would that, in your opinion, constitute a good system?—I think the examination part would be excellent.

3771. Inspection would, for instance, be a means of securing that the pupils were properly taught the pronunciation of the languages?—I think that could be done by examination. It is important to secure, first, that the teacher himself knows the subject; secondly, that he is willing to do his best and teach the subject thoroughly; and, thirdly, that he has the social quality or power of making the subject interesting to the pupils. Those are the qualities which it is important that a teacher should possess.

3772. But I am speaking of the quality of the teaching; do you not think that inspection would be important—for example, in testing the teaching of the pronunciation of a language; that in French, for instance, the teaching should not be of the character you have described, and that in Latin it should not be such as to lead a boy to say cústodi for custódi?—I think inspection, in that sense, would be a very feeble adjunct to examination; and, as to ascertaining the qualities of a teacher, I do not think it could be depended upon. For instance, a teacher who was habitually indolent would probably find it worth his while to be active and brisk for an hour or so while the inspector was there; and a teacher who lacked any other qualification would be clever enough to conceal that defect for a short time.

3773. I do not see how examination, conducted by written papers, can meet the defect of an imperfect style of teaching: is it not possible, under such a system, to have a thoroughly defective style of teaching, say, of the modern languages—founded, as has been described to us, merely on spelling?—That, of course, would be shocking.

3774. What remedy would you suggest to meet it: we devote a considerable amount of money each year to encourage education in languages: of course you do not think it desirable that such a style of teaching should be going on: what remedy for it would you suggest?—*Viva voce* examination.

3775. But suppose that is impossible?—Of course, if that is impracticable, inspection might be used so far as to put down a crying abuse of that kind.

3776. I should say not only "might be" but "must be" used?—Yes; but still it seems to me that inspection would be only a trifling, not at all an important, adjunct to examination

3777. Rev. Dr. SALMON.—I think you attach too lofty notions to what we ought to demand from the Senior Grade candidates: remember the Senior Grade only corresponds to the Matriculation examination in the University?—The candidates are eighteen or nineteen years of age.

3778. We cannot help that; but in the case of a boy who is just passing from a school to university education we are not to expect the same amount of knowledge of Greek and Latin at that stage as he would ultimately possess after having gone through a course of university education?—Well, I think if a young man of eighteen or nineteen devotes his whole time to one book of Greek or Latin we ought to expect him to know a great deal about it.

The Witness withdrew.

The Rev. R. C. BODKIN, Professor, St. Vincent's College, Castleknock, examined.

Rev R. C. Bodkin

3779. CHAIRMAN.—You are one of the Professors of St. Vincent's College, Castleknock?—Yes.

3780. You have been Professor or Prefect of students either of that or of a college in Cork for twenty-nine years?—Yes.

3781. The paper you have sent in represents the joint opinion of yourself, of the Rev. Mr. Geoghegan, Manager of St. Vincent's College, and of the Rev. Paul Cullen, one of the Teachers of Intermediate classes there?—Yes.

3782. You all agree in the opinions expressed in hat paper?—Yes.

3783. And all the members of the staff also?—All the priests of the staff.

3784. All the permanent members of the teaching staff?—Yes.

3785. From the dates you have given us, you must have had experience of the working of the Intermediate Education Act from the time it was passed?—Certainly.

3786. In the first instance, will you have the goodness to say whether you think the working of the Act has been attended with advantages to education?—I stated in the paper I sent in that there were—at least in the beginning—some advantages. It gave us a good standard, and it gave us a fairly good programme, and stimulation to studies—that is, from the state in which we were at that time. Since then, I think the effect of it has been nothing but evil.

3787. You think at first it was attended with benefit?—Yes; we have a fairly good standard now and a fairly good programme and course of study.

3788. You think nothing but evil has resulted from its working since?—Yes; I think nothing but evil to true education. I think it would be extremely important that the distinction between education and information should be strongly kept in mind.

3789. No doubt that distinction is important; and we are trying to keep it in mind?—I have heard and seen a great deal with regard to "cramming" and such things. The word seems to be very loosely used, and scarcely from an educational point at all. I should be inclined to say that the whole result of the work of this Commission, whether it will be entirely fruitless or not, will absolutely depend upon the educational view we take of it. If we do not know what we are aiming at—the mark we are to hit—I cannot conceive how we are to hit it. Therefore, I consider it of absolutely supreme importance to set down clearly, in the first instance, what are the things to be gained

by Intermediate education. It is a question that may seem very simple; but the simpler the question is, sometimes the more difficult it is to answer. It was said in the case of Dr. Whewell that he put all the Cambridge authorities to a stand-still by asking—"Why do we teach Latin and Greek?" It was a question that had never occurred to them. "Why do we teach Latin and Greek?" "To be sure, in order to know them." I should say decidedly not, for three reasons. First, because the vast majority do not know them; secondly, as Locke said, they don't want to know them; thirdly, even if a person did know them, they would vanish in a short time. For the vast majority of people, what do they want to know of the forty-seventh Proposition of the First Book of Euclid? They never want it in after-life. You hear people talking of the inutility of such subjects—they say they are useless, because they are of no practical use in the business of life. If useful information is the point to be gained, the sooner the present system is exploded the better. I should like, therefore, that this Commission, which has taken extraordinary pains and trouble with reference to the amendment of the Act, should not have all its labours come to nothing, and that the only conclusion was that you all disagreed—and I think the only chance of coming to a useful conclusion would be to first settle what the end and object of true education is. I should be inclined to say with Newman that we ought to neglect every other consideration, and consider what is the end of education. In the second part of the Answer I sent in I tried to direct attention to that; and I referred to the address made to teachers by Professor Jebb in 1896, which has been styled an epoch-making address. He says:—"There is only one remedy to go to the root, that is a a clear perception of the true meaning and end of education. Nothing can be more important than this. This is the paramount object, compared with which everything else is *detail*." I should, therefore, wish to lay the greatest possible stress on that, and, as I pointed out in my paper, if we could come to a conclusion on that, nearly everything would be settled—what course are we to adopt? How far in each course should we go? All these questions are answered by—What is the end we want to gain? Why do we teach Latin, Greek, and Mathematics? Is it that such knowledge is wanted? Is it in order that boys may be able to translate Latin and Greek in after-life, or answer all the irregularities in grammar, or even mark the accents on the various parts of τυπτω? Of what use will such a knowledge be to them in after-life? Will they require it, or, if they do, will they remember it? It is perfectly certain all will be gone in a few months. Can it be possible that this is the end of education—to know a few subjects for a few months and then forget them for ever? Surely this is too monstrous to be thought of. Surely we must have something better than this to offer for all our labour, time, and money. No; education is not information. Then I should be inclined to ask attention to what the Commission on Secondary Education of 1895 says on the same point in the first volume of their Report, page 80:——

3790. Most Rev Dr. WALSH.—That is the English Commission?—Yes. This is what they say:—"In every phase of secondary teaching, the first aim should be to educate the mind, and not merely to convey information. It is a fundamental fault, which pervades many parts of the secondary teaching now given in England, that the subject (literary, scientific, or technical) is too often taught in such a manner that it has little or no educational value. The largest of the problems which concern the future of secondary education is how to secure, as far as possible, that in all schools and in every branch of study the pupils shall be not only instructed but educated. The degree in which this object may be attained will be largely influenced by the action of the authorities who prescribe the qualifications to be required in teachers, the conditions under which their work is to be done, and the means by which the work is to be tested." Mathew Arnold, in his report on the schools in Belgium, and on the systems of education in France and Germany, is also exceedingly strong on this subject. He says (see page 519 of the Schools Inquiry Commission, 1868, volume 6):—"Examinations, preceded by preparation in a first rate school, with first rate professors, give you a formed man. Examinations, preceded by preparation under a crammer, give you a crammed man, but not a formed one. I once bore part in the examinations for the Indian Civil Service; and I can truly say that the candidates to whom I gave the highest marks were, almost without exception, the candidates whom I would not have appointed. They were crammed men, not formed men. The formed men were the public school men; but they were ignorant on the special matter of examination—English literature. A superior school forms a man at the same time that it gives him special knowledge." There is another passage which I need not detain you by reading; but all through the Report he urges the same thing.

CHAIRMAN.—We do not wish to curtail your evidence at all.

Mr. Justice MADDEN.—It will be sufficient, I think, if you give us the pages in the Report to which you refer. We are very familiar with those Reports.

3791. CHAIRMAN.—I should be glad to have the passages read, if they are not very long?

Witness.—The passage to which I would wish to call attention is from the Report of the Schools Inquiry Commission, volume vi., page 561.—"A public schoolboy undoubtedly presents himself for it"—(he is speaking of the "leaving" examination in Prussia)—"with an advantage; and its object undoubtedly is, not the illusory one of an examination test, as in our public service it is employed, but the sound one of ensuring, as far as possible, that a youth shall pass a certain number of years under the best school-teaching of his country. This really trains him, which the mere application of an examination test does not; but an examination test is wisely used in conjunction with this training, to take care that a youth has really profited by it."

3792. That refers to the "leaving" examination in France?—No, in Germany. There are two reports; the first is on the system of education in France, and the second on that in Germany.

3793. Those are the examinations which Sir Joshua Fitch compares with our Results Examinations?—Yes, I should say so. Then, further on, he says: "So well do the Prussian authorities know how insufficient an instrument for their object—that of promoting the national culture and filling the professions with fit men—is the bare examination-test; so averse are they to cram, so clearly do they perceive that what forms a youth, and what he should in all ways be induced to acquire, is the orderly development of his faculties under good and trained teaching. The total cultivation of the candidate is the great matter, and this is why two years of *prima* are prescribed, that the instruction in this highest class may not degenerate into a preparation for the examination, that the pupil may have the requisite time to come steadily and without over-hurrying to the fulness of the measure of his powers and character, that he may be securely and thoroughly formed, instead of being bewildered by a mass of information hastily heaped together. Accordingly, the composition and passages for translation are the great matters in German examinations, not those papers of questions by which the examiner is led to show his want of sense and the examinee to show his cram. We leave his training to take its chance, and put the examination-test to a use for which it is quite inadequate, to try and make up for our neglect."

As far as I am concerned you may take me as entirely agreeing with your view as to what is the aim of true education.

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Mr. Justice MADDEN.—You won't find many dissenting from that.

3794. CHAIRMAN.—Let us come now to the consideration whether the system established by this Act is the best system for promoting education in that sense. As I understand, you object altogether to the test of examination for the purpose of determining the efficiency of teaching?—Decidedly.

3795. Passing from examination generally to examination upon the results of which the State payment to the teacher of a school depends, are you of opinion that that aggravates the evil of examination—in other words, are you of opinion that it tends to make the teacher teach in such a way as will pay him best, instead of in such a way as to impart true education?—Decidedly. I mentioned in my paper one reason which alone seems to take the ground from under it altogether. There is no other country in the world in which there is such a system. That one fact, taken by itself is, in my opinion, sufficient to condemn the present system. In Germany they have been working at their educational system year after year: the English are supposed to be within fifty years of them now. They never thought of doing what we do in Ireland. They could learn from Denmark, Prussia, and other places; but the only thing they could learn from Ireland was "not to do what they do." "From Ireland," says the *Journal of Education*, "we have nothing to learn, save what to avoid."

3796. Have you ever traced up the origin of this plan of payment by results—have you traced its history? When you say it exists in no other country you mean, of course, that it did not exist in any country except England, Scotland, Ireland, and Wales. It did exist for a time in England?—I do not know of any place in England in which it exists at present.

3797. It did exist in England at one time, and has been abandoned?—Yes.

3798. As far as I can ascertain, its first introduction was in the examinations of the Science and Art Department; then it was extended to primary education in England, then to primary education in Scotland. Some years ago it was given up in England; last year it was given up in Scotland, and late in last year the payment to teachers was not made to depend solely on results in the Science and Art Department, so that there is no place now where it does exist, except in Ireland?—Certainly; not in Germany, France, or Belgium.

3799. There is no foreign country in which it exists, except, I believe, some of the West India Islands. Sir Patrick Keenan introduced it there. I suppose he was influenced by the results system which prevailed under the National Board?—Certainly.

3800. This examination is not only one in which the remuneration to teachers depends on results, but it is also one which cannot include *viva voce* questioning. Does that absence of *viva voce* examination make the test even worse than it otherwise would be, or perhaps you think it so bad that nothing could make it worse?—Scarcely anything.

3801. Is there anything else you wish to remark upon the evils of the system before I come to ask you what remedies you suggest?—I should be glad to make one remark to the effect that if we keep before our minds that the object of education is to train, strengthen, and develop the intellectual faculties, and to enable men to be fitted for their positions in life—if we keep that steadily before our minds—a large portion of the question will readily be answered. It is of the utmost importance to keep that in mind.

3802. Keeping that in mind, what objections do you refer to, and how do you propose to remove them?—In the first place, the objections to the Intermediate system are that it encourages a bad course, bad teaching, and bad methods.

3803. Take those separately—firstly, you say it encourages a bad course?—Yes, it tends to make teachers and pupils select a bad course.

3804. In what way does it tend to do that? Do you think the courses prescribed are bad courses?—No; the courses prescribed are very large; you have any amount of choice, but the system tends to make persons select bad courses. For instance, here is a boy who is puzzle-headed. It would be of immense importance to teach him Euclid, but he would not pass in Euclid, and, therefore, his teacher does not put him in for it. Again, it would be of great importance for him to study Latin, but he would not pass in Latin, therefore you do not teach him Latin, and the same with other things.

3805. What is done with that boy? He won't be taught mathematics; he won't be taught Latin; what will he be taught?—Whatever is sufficient to get a pass and gain results. The object is to get the largest number of passes, and so get the largest amount of money and honour.

3806. Supposing there was no restriction upon the teacher, how do you consider such a boy should be taught?—He certainly should be taught Latin.

3807. If he were puzzle-headed, would you teach him mathematics to clear his intellect?—Decidedly.

3808. You have been dealing with the question of the tendency of the system—now, in your own experience, do you know, as a matter of fact, of cases in which that tendency has had its natural result—that boys, instead of being educated in the way best fitted for them, have been taught and sent in for examination in subjects for which they were not fitted?—Yes, many. Look at the results. You will see that natural science has been practically put out of the course altogether. It is not because it is not good; it is not because it is not necessary; but it is because it would not pay.

3809. You know the courses that are taken up by the vast majority of the pupils—they are principally in the Junior Grade—do you know the history of any of those students—in other words, is the year's teaching of Greek, Latin, and Mathematics conducted in such a way as to develop their minds, draw out their faculties, or be of any use to them in after-life?—Very frequently not. I have a case before my mind of a boy who got a high exhibition in the Junior Grade. When he entered a college a professor noticed that his text-book was all written over—the meaning of each word was written over the Latin word, and he asked him what all that meant. The boy said, "That is how I always did my Latin." "How?" asked the professor. The boy told him by writing the translation over each word and then committing the whole thing to memory. I do not see that there is any training of the reasoning faculty in that, or of anything except what seems to have been laid great stress on—the memory.

3810. Before the Intermediate Education Act was passed, I believe you never allowed translations to be used by pupils?—No.

3811. Are you aware of your own knowledge that the effect of the system has been to encourage the use of translations, and the committing of them to memory?—Certainly. We need only look to the publishers for that. Every year translations are brought out, because the publishers know they will be bought. It is not for the sake of education they do it, but for money.

3812. Is there anything else you wish to point out?—With regard to bad methods it is of the utmost importance to keep in view, that method is the all-important thing in teaching. If in teaching Latin you do not teach the pupil to make out the translation himself you are not developing his mental muscle at all.

3813. You are not exercising his intellectual faculties?—No. He gets it off by heart. The examiners are constantly telling us that when they select

a word, and ask a candidate to translate it, they find he cannot do it. One examiner writes that a number of them did not know whether "fecisse" was the active or passive voice. In 1897, speaking of the Senior Grade in Latin, Mr. Purser says: "It is strange how commonly ignorance of the difference between the active and passive voice is displayed. Half the candidates, I should say" (in the Senior Grade, mark you, and these are all picked candidates, for they are only about 10 per cent. of what came up from the Junior Grade) "treated *fecisse* as the perfect passive infinitive. Even by good students the concords were ruthlessly broken." Again, speaking of the Senior and Middle Grades, he says: "The chief faults of the greater mass of compositions in both grades are—(1), grievous disregard of the concords; (2), ignorance of the difference between the active and the passive voice. It was rare to find a boy or girl to decline *alius* or *alter* rightly in composition. It is the exception to meet with one who does not in ten or twelve lines fail to make practical use of the rule that a verb should agree with its nominative in number. Still more rarely is a relative found agreeing with its antecedent in gender." The ignorance in English is astonishing, when we see that, in the Middle Grade, many did not know the meaning of "furrow." Some said it was a plough, or part of a plough; others that it was a scythe, or a threshing machine. You can find any number of these by referring to the reports of the examiners.

3814. I have in my recollection similar passages in their reports—I do not think they are rare. You also object to bad methods of teaching?—Yes, exceedingly bad methods of teaching in every subject.

3815. Then, your opinion is against the entire system?—Decidedly. If we mean to save the education of the country, as distinguished from mere information. The information has increased; but the education has decidedly diminished.

3816. Our object is to improve education, in the true sense of the word; and, with that object, you are of opinion that the system ought not to be allowed to remain as it is?—Decidedly not.

3817. Do you think that the system of payments by results, based on the individual examination of the pupils, should cease?—Certainly, I think it should be abolished. To show how it affects the teaching, I may mention that the rule under which no student should be adjudged to have passed in English unless he get a certain percentage in composition has been modified—I presume because they were so bad. The examiner in English in 1897 in the Senior Grade states that, so far as literary quality was concerned, they were simply beneath contempt.

3818. I dare say we are bad enough; but I don't think we are quite so bad as that. I do not think a student can pass unless he has some knowledge of English, and that that remark must have referred to students who did not pass. You are aware that in 1897 there were a number of students who were adjudged not to have passed in English, and therefore did not pass at all?—Yes; the examiner reports on that.

3819. But he did not report that these students had passed?—I think so.

3820. The rule still continues that a student must make a certain number of marks in English in order to pass the examination?—I think that rule was changed this year. The examiner reports:—"The essays of the Senior boys were very inferior; so far as literary quality was concerned they were simply beneath contempt. I was startled by the uniform poverty of thought, and the uniform slovenliness of expression. It is to be feared that some of the schools pay no proper heed to the teaching and practice of English composition." I remember being told by an eminent 'coach' in Dublin that it would be unfair for an examiner to ask whether a boy had any meaning in what he wrote. He said only one examiner in England would do that—that was Mathew Arnold.

The Commission adjourned until the following morning.

NINTH DAY—WEDNESDAY, JANUARY 25TH, 1899.

Jan. 25, 1899.

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.: DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

Rev. R. C. BODKIN, further examined.

Rev. R. C. Bodkin.

3821. CHAIRMAN.—You may take it for granted, Father Bodkin, that all the Commissioners have read your statement and all the passages referred to in it, and I think you may also assume that the view of all of us is that means should be adopted to promote true education. Now, I would suggest in the instance, you would apply yourself to what you have actually observed yourself in your large experience of Intermediate education, as distinguished for a moment from the tendency of the system. I observe in your statement a great number of matters which you yourself have actually observed, and I wish you to state your own observation in reference to any evils you have observed to result from the working of this Intermediate system?—Yes. I should just like to make one remark in reference to yesterday. It was this,—that it appears to me that we have arrived now at a most momentous crisis in the history of Irish education, and that it would be almost criminal if a person did not speak out everything that he thought was to be found fault with in reference to that education.

3822. I do not think you require any excuse for speaking out. We are all most anxious to hear every criticism upon the system and every defect that has been observed in its working?—One thing that is left to this country, I think, is talent, and if blight comes upon that I think we shall have a desperate famine. The education of this country seems to me to be in a very strange position. Every person seems to be capable of speaking on it and has a right to be heard on it. They seem to know everything about it by a sort of inspiration, and the votes are to be taken on this by heads, and not seemingly by reason. That I refer to in all the education I might say of the country. It seems to me that it would be as wise to leave the direction of a ship in a difficult passage to the votes of the passengers. I think it ought to be left to skilled people who have studied the question to a very great extent. This question I have studied for the last 25 years—I mean the question of examinations. Fifteen years ago I wrote a paper on it for the Headmasters, and at that time there was a great deal of opposition, but I am glad to say that some of those who were opponents then have completely come round to the view that I had. Then I was so anxious about education that immediately on being appointed to teach I said I ought to know what end I have to gain, and so I sought the best counsel on it. I studied Mill, Newman, and others, and then I had the very great privilege of writing to Cardinal Newman, through one of his pupils, and I asked him to tell me precisely, in the most candid manner possible, whether the views that I put before him were correct or not. He was kind enough to say in reply, that every single idea that I put before him, was quite his experience, that my difficulty in teaching boys was his, and that the method of teaching geometry that I suggested was quite the right one. He said that in his time Whewell used to say that the modern methods of analysis in mathematical studies is like travelling inside a coach; you arrive at your journey's end, but you do not know how. In the old, or geometrical system, he said it was like travelling on the outside of the coach; you saw the country. The points I laid down there were very briefly these—that in education we should first seek for accurate thought, discriminating judgment, cultivated taste, and a power and ease in expressing our ideas. And if that were so, I said, should not these be the means that we should take, viz.—first, the study of the classics, in order to secure accuracy, and the study of mathematics for the same end; the study of mathematics to get discriminating judgment; and the study of classics to cultivate our taste, and enable us to express our ideas with force. Then further came the question—how are these to be taught. And, as I tell you, when I submitted to him my method of teaching Euclid, he said—"That is quite the right one." It teaches to reason; it teaches to think. And then in reference to the question that you put to me, I should like to say that I regard my evidence as the case against the Intermediate. The first thing I should like to attract your attention to is this—that this system—that is, the system of the Intermediate, viz., examinations—was not merely adopted, but it was weighed in the balance and found wanting. After years of trial the Science and Art Department has given up these examinations altogether, because they caused cram; the elementary schools all through England have given them up; the elementary schools in Scotland all have given them up. So that it appears to me that the whole system of examination *versus* inspection has been tried and found wanting. In every place the tendency is to give them up. The first witness whose evidence you have here in this book (*the Appendix to the First Report*) is an educationist, and he refers to that very distinctly; I think it is Mr. Adamson, of London, Lecturer on Education, and Master of Method in King's College, London; and he says that they have given them up——

3823. We are aware of that; and I, myself, am aware, as I stated to you yesterday, of the various places in which this system has been given up, so that I do not think it is necessary to refer to the statement of others?—Therefore I should merely like to emphasise that point. The next thing I found fault with was that it was——

3824. The system exists in the London University still?—Of payment by results?

3825. I mean system of examination?—Oh, examination is frequent, but not under our conditions, viz., that the point is to send up as many as you possibly can.

3826. I asked you yesterday, did you draw any distinction between examinations *simpliciter* and examinations upon the results of which payment to

the teaching body depended—do you object as much to examinations *simpliciter* as you do to examinations upon the results of which payment will depend?—No, though I think the examination of pupils by the persons who did not teach them is fundamentally wrong, but it is not as bad as the other.

3827. Whilst you are on this subject of examinations by other bodies, I observe that in your statement you make some remarks upon the Oxford and Cambridge Local Examinations. I should be glad that you would bring out that point. You have compared the system of the Oxford and Cambridge Locals with our system. Our system, as I understand, extends to the entire youth of the country, whereas under the Oxford and Cambridge examinations as a rule only a few students go up from each school?—Yes. I said that some may object that the Oxford and Cambridge Local Examinations are like the Intermediate, but they are no such thing. Only very few go in for these examinations from any school, whereas a very large number go in for the Intermediate. Out of 205 endowed schools only 233 senior candidates passed, or about one out of every school, and from the same number of schools only 2,117 juniors passed, or on an average only ten from every school. I have frequently gone (because I am very anxious about this subject of education, and have studied it very closely, and read nearly everything I could lay my hands on in reference to it)—I have gone to many of the schools in England and asked them their opinion, and invariably it was that the examination, even such as they have to submit to, is destructive, and as I state here in the evidence their tendency is to please the public by sending up out of 500 students 50, and training the 450. I wrote to some of the largest girls' schools in reference to this point, as I had visited them, and I found that out of 150, sometimes they send in three students. That is quite unlike what is done in Ireland I need scarcely say. And out of 338 private schools only 122 seniors passed, or one in every three schools. There is a book published which would, if gone over carefully, throw a great deal of light on the subject; that is, the results of the Oxford and Cambridge Locals. They do not give the names of the schools, but they do give the numbers that go in for the various centres, and from that a very shrewd guess might be made as to the numbers which are sent in from really large schools, and it comes to a very small number indeed, except in places like Cheltenham, like Miss Buss's school, the North London Collegiate. and similar places; these, of course, are founded for the higher education of girls. In passing, I should like to remark, that as far as I can see from the education in England, especially for girls, it is conducted altogether on wrong lines. The idea seems to be, that every girl is to be a schoolmistress, and her education is calculated for that. I asked some here in Ireland and also in England about it, and they simply told me that it was so, and that about 90 per cent. of the candidates going up for the university are going to make teaching their profession, and the whole course of education is intended for these.

3828. Before you pass from this, there are two matters between which I should be glad you drew a distinction. First, I understand that you object altogether to the system of payment by results; but, secondly, you said a great deal to show that in your opinion the only true education can be in classics and mathematics—that is, in the grammar school course. You observe that there is a distinction between those two matters?—Oh, decidedly. I should be very sorry to leave that impression; I have very strong objections the other way.

3829. That is a different matter you observe. I should be glad if, first, you would confine yourself to the question of the system of payment by results, and then afterwards I will ask you whether, if the system is to be continued, you consider that there ought to be an alteration of the courses. Before I pass to your actual experience, do you wish to say anything more as to your objection in principle to the system of payment by results?—The fact of the matter is, that I put down in my evidence here what I might call only the results of my experience, I have not put down the proofs of those results. They can easily be swept aside by an opposing assertion. I should therefore like to give proofs, both from authorities and from experience.

3830. I do not wish to prevent you giving proofs from authorities, but before you conclude, I should like to ask you particularly as to your own experience?—With regard to what, my lord?

3831. With regard to the evil consequences, if any, that you yourself have observed to have sprung from the working of the Intermediate Act during the last twenty years. But do not take me as preventing you referring to any other authorities that you wish. All that I suggested was that a great number of those authorities are referred to in your written answers, and they have been considered, and will be considered again by the Commission?—I might say that none that I want to refer to at present are in that evidence.

3832. Any that are not referred to in your written statement I, for one, should be glad to hear?—One of the greatest authorities—perhaps the greatest authority—upon the whole system of examinations is Latham. He wrote a book on the "Action of Examinations" in 1877. I read it fifteen years ago; I read it very carefully since I sent in my evidence, and I might almost say that every single statement that I made there was made here previously, and the thing is so strong, coming from such an eminent authority as he is, that I think it would not be out of place to refer to a few of those statements.

3833. Mr. Justice MADDEN.—I would suggest that, as that book is very well known, it may be sufficient to call attention to the pages and then we could revive our recollection of the particular points?—As regards the knowledge of the work I doubt whether it is even in the libraries.

CHAIRMAN.—I think it is right to state that a great deal of what you have been going over, especially yesterday, and again to-day, we have already in print, with a number of extracts to which you refer, printed in our evidence. Would it not be a more convenient thing, as regards these extracts, if you supplemented your printed evidence? You say that you have a number of quotations you wish to add. I think your evidence would come in a more tangible and manageable shape in the form of one printed statement, and then any comments you would like to make upon them. Otherwise I think the thing will be endless.

Rev. Dr. SALMON.—It has also to be borne in mind that when a person cites an authority there is a question as to what is the value of that authority; is the person who writes conversant at all with what we have to deal with? Really what I am most anxious to get is what persons can say from their own experience.

Mr. Justice MADDEN.—Do not misunderstand my suggestion. It is in order to get the full benefit of your own suggestions; but as to the book you are referring to—you say that it is not in the libraries; it is in my study at the present moment, which is, perhaps, for my purpose, more useful. If you would refer, as far as I am concerned, to the pages of the book I would look the passages up and read them. It is to save yourself trouble.

Most Rev. Dr. WALSH.—I should prefer to get the extracts in the same form as we have the other extracts, that is, to have them printed.

3834. CHAIRMAN.—I would suggest that you should not read any of the extracts you have in your printed evidence already, because this printed matter will be treated as your evidence just as anything you say

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now. My own impression is that Mr. Latham's book is entirely in favour of the view you press?—It would be only a matter of about ten minutes, and the extent of the sittings of the Commissioners will be increased very little. He says:—"The problem before the tutor is, therefore, very different from that of simply doing what is best for the pupils. The tutor must consider not what studies or what kind of teaching will do him most good, but what studies will yield the highest aggregate in the given time, and he must teach his pupil each subject, not with a view to call out his intelligence, but with a view to producing the greatest show on a stated day; for instance, he must teach him a language by some sort of Ollendorff process, which shall address itself to the ear and the memory, rather than by a method which involves any grammatical analysis; while in mathematics he must teach him such operations as can be performed by a sort of general recipe. The tutor must turn the qualities of the pupil, such as they may be, to the best account he can in point of marks. He cannot try to remedy any mental defects; there is not time enough for such an undertaking to yield a profit; he must make the most of such qualities as the pupil has; in the case of one who is tolerably quick, but mentally self-indulgent, and repelled by the first serious difficulty, he must, instead of forcing him to face the fancied giants in his path, humour his weak points and make the most of his strong ones, and he must direct him to take up several subjects which require no further power than that of carrying matter for a short time—a useful one indeed in many callings, but which is sure to find all the exercise it wants." "All tutors," he says, "would rather educate than cram. It is painful to have to say to the pupil, 'You most get off this list of authors and their works by heart. I know that the words Drayton's Polyolbion or Evelyn's Sylva convey to you no more meaning than if they were the names of Gasteropods, but they will probably be asked for to-morrow.'"

3835. Mr. Justice MADDEN.—Who is that addressed to?—To a pupil by a grinder. "It makes all the difference whether teaching is subordinate to the examination or the examination to the teaching. One or the other is usually 'given,' to use the mathematical term, and the other has to be adapted to it. As long as examinations were conducted only in schools and universities, the educational effects were well kept in view." "If the tutor go ever so little beyond the prescribed subjects the pupil will say, 'That does not come in,' and the tutor is hampered and feels that he is no longer the educator." "This feeling has produced disastrous effects in French education." On all special subjects it has a very disastrous effect. "Take, for instance, English literature. It is very instructive for a small party to read a play of Shakespeare together, where each individual may be encouraged to dwell on any ideas suggested by the author. . . . But if there is an examination in prospect, and the subject has to be got up for the Indian or army examination no such easy or discursive treatment is possible. The pupils cannot afford time to stray beyond the limits of probable questions. . . The student says, 'My thoughts are sure not to be set'; and so when he reads by himself he does not encourage himself to half close his book when a thought strikes him. . . What he has to do is to get up the historical introduction and the notes to the hard passages and perplexing allusions, and to know the context of familiar quotations." "This sort of philological study has its value, no doubt . . but it is a different study from that which peoples a young man's mind with the creations of great writers." And the various points I have suggested here are borne out almost in their precise words—that it tends to a bad course, because if payments by results are to be had, then you must select the subjects that will pay. Persons will say, "It is not necessary to do that." No, it is not necessary. And an individual school will say, "We do not do it." That is all very true, but look at the result on the country, and what is the result? Can we face the facts and not see what is the result. For instance, natural philosophy and chemistry. If you teach them it is at your peril. Natural philosophy and chemistry are gone. Physic halls that were very good are closed up; mathematics and Greek are being put aside for Italian and such subjects. Is this the result that the Intermediate Act aims at? There was reference made to an assertion that I made yesterday that composition was not done away with. I do not know whether I could lay my hand on the rule precisely, but it is, I may say, absolutely done away with in English. In every other examination, in every other language—in all the foreign languages—you must get a certain percentage of marks; in English composition you must not.

3836. Dr. BARKLEY.—Have you got the blue book before you; I think you will find the rules early in the blue book?—No, it is on page 11 of the rules.

3837. Mr. Justice MADDEN.—What is the number of the Rule?—Rule 32. "Provided that no student shall be adjudged to have passed in English if the examiner shall report either that he has not written any composition on one of the prescribed subjects, or that his composition is grossly defective in orthography or grammar, or that he has shown inability to express himself in reasonably correct English." But 20 per cent. is required in every other language. The examiners thought they would have to exclude pupils wholesale—in thousands—if such a rule were observed. English is the only language in which we need not get 20 per cent.

3837A. But the object of that is to prevent a student who gets 25 per cent. from passing if his composition is bad?—I think not.

3838. CHAIRMAN.—We considered that that rule made it more strict?—I heard from some of them, indirectly, that the examiners did it, or suggested it, because they could not get boys to pass in it.

3839. That is not so at all. It did not come from the examiners at all?—I am only speaking of an individual case, in which I knew that it did come from the examiners.

3840. I assure you you are wrong; I was one of the Commissioners who altered the rules, and I know that it did not come from the examiners?—I did not mean the alteration of the rule; I mean what was felt by the examiners.

Most Rev. Dr. WALSH.—We are talking of the rule.

CHAIRMAN.—The rule was passed for the purpose of attaching more importance to English composition.

3841. Mr. Justice MADDEN.—It was brought under our notice that a student might get 20 per cent. for English composition, and yet his composition might be so grossly defective that he ought not to have been passed?—In the next paragraph they require 20 per cent. to be gained in grammar and composition in every other subject, but not in English.

3842. CHAIRMAN.—We formerly required 35 per cent. in grammar and composition, and we thought the rule was not stringent enough, and not elastic enough either, and consequently we altered the rule with a view to insisting on better composition?—My experience and some knowledge is that the vast majority—a very large number—would not get 20 per cent. at all, or almost any marks in composition.

3843. Then they would not pass the examination?—According to this they may.

3844. But you are quite wrong, I assure you. You cannot have any knowledge of the working of this rule, because it was not till 1898 that it came into operation?—I am only saying, from the words, that in English composition 20 per cent. are not required.

3845. No, they are not?—Therefore a pupil need not get 20 per cent., and he may still pass.

3846. If his composition is grossly defective, or if he shows his inability to express himself in reasonably correct English, then he cannot pass?—But he may pass if he gets less than 20 per cent.

Rev. Dr. SALMON.—I think you are going too much into details, especially on a matter where, as to principles, we are entirely in agreement with you, and we have had a good deal of experience in the matter. We are as anxious as you can be to get all the candidates able to express themselves in reasonably correct English, but, at the same time, we must steer between the Scylla and Charybdis; if it is necessary to pass in English or in many subjects—if we are to pass at all—we must be careful how we give to one examiner a right to absolutely exclude any candidate from passing at all. We really do our best, and this is comparatively a new rule, as the Chief Baron suggests, and if we find it does not work well in practice, we can alter it. But I think we are more anxious to hear generally your opinion rather than to have particular rules discussed.

3847. CHAIRMAN.—There are two matters that I am anxious you should keep distinct. We first have to detetermine whether we will recommend an alteration of the Act; secondly, there are the questions as to alterations in the rules. Now, alterations in the rules we can effect ourselves; alterations in the Act we cannot. Therefore no discussion upon rules which can be amended can help us in arriving at the solution of the particular question we have to determine in the first instance—whether there ought to be an alteration in the Act, and I would be much obliged if you would first direct your observations to anything you have to say in support of an alteration of the Act, and afterwards we will be most happy to hear you upon any suggestions you wish to make in reference to the rules in addition to those you have mentioned in your paper. Do you wish to say anything before I come to ask you your actual experience as to the working of the Act, and your actual knowledge of instances of the defects which you think it is the tendency of the system to induce?—Yes, my lord. I should say—in reference to the first point still, the programme—I find, for instance, that persons have to give up music because they want to go in for the Intermediate, and to win a prize or an exhibition. As a single example of how this works, we see that in 1886–1888, pupils presented themselves for natural philosophy in the Junior Grade, in 1897 only 361 presented themselves. I think that that presents very clearly the effect of the working of the Act on education. I do not think that science has become less important than it was then. Herbert Spencer, speaking of it, made it nearly everything. Here the Intermediate, by its action, has absolutely destroyed it. Again, in chemistry, which is also, I suppose, an important subject, in 1886, 928 went up; in 1897, 235 only, or about one-fourth. The result of the action of the Act is also that it is much easier to pass in some subjects than in others; and, consequently, those are taken up whether they are important or not. That can be illustrated to any extent.

3848. I suppose you are of opinion that there can be no proper test of the efficiency of the teaching in natural philosophy and chemistry, unless there is at least a *viva voce* examination?—That is a different question altogether, I should say.

3849. It is a different question; but you see, if you say that the work of the Intermediate Act has driven science out of the country, surely it is a material consideration to consider whether teaching in science can be at all tested under the system established by the Act?—Oh, I decidedly think it can. I think it can be taught well under the Act; but I do not think it is.

3850. And the efficiency of the teaching tested under the Act?—As far as can be in examinations.

3851. How far can it be—I want to know how far, in your opinion, the efficiency of teaching in natural philosophy can be tested without a *viva voce* examination?—If we had proper examiners it could be tested, I believe, to a great extent.

3852. On paper?—On paper.

3853. Could anything more than book knowledge be tested?—Yes; how they came at that book knowledge; the application of the principles that they learned there. Tyndall, in the Science and Art Department, used to set exquisite papers, and the principles were all taught. You had certain principles of electricity: he asked you to apply them—what would take place in this case; what would take place in that case. I think it is important to keep the educational point of view in mind.

3854. Have you observed any instances of over pressure, and consequent injury, caused by the working of the Intermediate Act?—I know of many cases of that sort.

3855. Where a boy has been injured in health permanently; injured for life?—Seemingly. The second thing I wanted to attract attention to was that it produces bad teaching. I have only put down here the headings of the bad teaching; any person may say it does not produce it.

3856. You may go into that subject fully?—I should like to prove that it does.

3857. Yes; certainly?—I say that it does not distinguish between the fundamental points—the important points and the unimportant points, and I prove that in this way: the fundamental points will not be asked; it is the exceptions, the irregularities, that are asked. All persons who know examination papers will admit that. And I believe that no person who has not worked as a teacher under the Act can say how cramped teachers are, if they know how to teach, in giving anything like proper teaching under this system. I cannot speak too strongly against it. I would say myself that, what I have tried to do always was to teach for eight months and cram for two months. If you go in for an examination you must cram. But then the tendency is to cram for the ten months; and that, I say, is essentially wrong. Take a boy in algebra; he has to solve an equation with two unknown quantities. What do you do? You say, "Here is what you do." The inquisitive boy asks you why. You say, "That will not be asked." He wants to know whether the unknown quantity would be found out from one of the equations without using the other. "That will not be asked; go and do that, and do not be asking any of these questions."

3858. I do not understand that. I would have thought that in solving equations with two unknown quantities you first would find by one equation the value of one unknown quantity in the terms of the other; and that then you would introduce that value into the second equation, and then you would have only one unknown quantity in it?—That is one of three methods, my lord.

3859. That is a method a boy would not be crammed by?—Decidedly. He only knows what he has to do, he does not know why he has to do it. He has not thought round his subject at all. In fact what we are taught altogether in the Intermediate is to swallow down words and not to know the meaning of them. "You will not be asked the meaning." If I asked the meaning of "ratio"—"it is the mutual relation which one quantity bears to another," and so on What does he mean about "mutual relation"? That will not be asked. It will not be asked at the examination; it is loss of time to explain it. If you go to teach him in Shakespeare the beauties of the play, what does he care about the beauties of the play; they will not be asked. He regards it as an intrusion on your part; he absolutely has his back up against your teaching. If you ask him anything about the characters—"That will not be asked."

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3860. There is one matter you mentioned that I do not wish to pass from without asking you a question, it is, the interference caused by this system with the individuality of the teacher himself and his adoption of his own methods. That interference has been doubted by an eminent witness who has been examined here already, and I would like you to develop that a little. How do you consider that the individuality and the methods of teaching of the teacher must necessarily be interfered with by this system?—Of course that is an immense question, which can only be taken up in detail. I may show it, for instance, in natural philosophy.

3861. Take it any way you like. The reason I ask you particularly about this is, that it is a matter about which I have asked a great number of witnesses, and one or two eminent people have denied that the system interfered with the teacher at all?—I take up a certain subject; I would like to teach that in a certain way—natural philosophy—I believe that great benefit could be gained from the teaching of natural philosophy. My reason why it should be in every programme of studies is that it teaches induction; it teaches us to arrive at the unknown from the known; it gives us various tests of truth, and shows us how we are to apply them. If it is not taught in that way it is no better than any other subject.

3862. Then is it the tendency of the Intermediate system that it shall be taught merely as a book subject, and learnt off by heart?—Certainly. You get no credit for anything else. If you begin to ask the pupil what he has observed, as you ought to do (for I think, it ought to be the science of observation, and then the science of experiment—he ought to observe what happens, and then see what conclusion does he draw from that; then test experimentally is that conclusion true in all cases), that is all loss of time as regards the examination. For instance, I show him various experiments in electricity, and produce the electricity, and ask, "What is common to all these?" The only thing that he sees is rubbing, and that friction causes it in these various cases. You thereby form his mind. You really train him to observe to think. Again, in Euclid, you ask him the meaning of the words that he uses. It is loss of time for the examination. If you ask him what is the meaning of "ratio"—well, he will not be asked that; "this to this, as this to this," he does know, but he does not want to know anything more.

3863. May I ask you in reference to Euclid, is the tendency of this system to induce the boys to learn the propositions off by heart?—I should not go so far as that. I think the tendency is to make them learn it without effort on their part. Effort on the part of the boy is essential if his mental muscles are to be developed.

3864. Is the tendency of the Act to induce students to learn all these matters without effort; instead of looking out for words in a dictionary to have those words supplied to them, instead of allowing them to find out difficult passages themselves for the masters to explain to them at once what are the difficult passages?—Decidedly, to do as much for the pupil as possible, and let him do as little as possible, except to be a receptacle, and to pour all that out on an examination paper when it comes. But any training is absolutely lost sight of, unless at your peril.

3865. Do you wish to say anything more as to its effect on the mode of teaching?—I suppose I have said enough. It tends to smooth away all difficulties for the students; you teach them not to use their own minds; there is not time for that. You teach them to walk on crutches; there is no accuracy taught; the thing is, "Do not mind the meaning of any word." "Independent equations; what are those?" "Oh, it will not be asked: they do not ask any of those definitions; they never ask a proof; skip over all those." Things that used to be done in mathematics long ago are all abandoned; they would not pay. Be a talking machine, and turn out the results; that is all that is required.

3866. The next thing you refer to in your paper is the difficulty of the papers set by examiners?—Before dealing with that, I should be inclined to remark here that the result of this—I do not want my assertion to be taken, but I want to back it up by facts—the result of this is that, as the examiners frequently declare, wherever memory is concerned the answers are excellent, but wherever reason and judgment were required they were often a lamentable failure.

3867. And in support of that you refer to a number of passages in the examiners' reports; and I believe there are a great number of other passages to the same effect that can be found by any person that looks through them?—Certainly; the style of thing that is given there.

3868. Before I go into the question of the examination papers, which is a matter that can be dealt with otherwise than by an alteration of the Act, I wish for a moment to refer you to the matters that bear upon an alteration of the Act. You say—"Time will not permit me to enter into many other important points in reference to the Intermediate." I want you to develop these points a little, because I want your actual experience of the working of the Act. I have asked you already in reference to over pressure. Are you yourself aware of permanent injury to health having resulted from over pressure?—I believe so.

3869. You say that it interferes with rational and necessary recreation till it comes to the point where a poor child, preparing for the Preparatory, has to be satisfied with one half hour in the day. Are you aware of your own knowledge that the working of this system has unduly curtailed the hours of recreation?—Decidedly.

3870. Are you yourself aware of the school hours having existed in some schools from 8 or 9 o'clock until 3, and afterwards from 5 until 8 in the evening?—Yes, from the pupils themselves.

3871. Rev. Dr. SALMON.—Is that common?—I believe so, for about two or three months of the year.

3872. CHAIRMAN.—The months immediately preceding the examination?—Yes.

3873. You refer to the methods of studying Latin and Greek, and you say that you cannot describe them in detail. I would like you to mention that as far as it has come under your own observation?—I mentioned a case yesterday in which a high exhibitioner ——

3874. I remember that. I am asking you now more generally. Is that an isolated case, or are you aware that this method of study by translation is a usual effect that is produced by this Act?—Very frequently in many schools. I do not mean to say that it is in good schools; I am not speaking of them. I say it is very frequently used, and that before carrying it to such an extreme as that you very frequently have boys who get a question on gender, and to see what they shall do with it they toss for it.

3875. Dr. Tyrrell told us something about boys?—They may put it down as masculine, feminine, or neuter; they are sure to hit some of them.

Most Rev. Dr. WALSH.—If they go to toss for it, they should have a penny with three sides instead of two.

3876. CHAIRMAN.—You say "I cannot show you a whole class sitting round and one boy in the middle looking out for the words whilst the others write the translation and parsing over the text." Has that come under your own observation?—Not under my own observation, but I have heard of it as a fact and described in detail.

3877. And then you refer to this tossing to ascertain what the gender is, and then you refer to a matter on which we have had a good deal of evidence already, that is, about students learning modern languages in such a way that they do not know how to pronounce one word of them?—Yes.

3878. Has that come under your observation?—Most frequently.

3879. Are you aware that it prevails to a large extent?—I believe so.

3880. This *o-u-i* answer to the question of what is the French for "yes"?—Yes, but I do not attach very much importance to all these matters. It is the general tendency. These extreme cases will prove nothing; it is merely in passing that I refer to them.

3881. I want to have the evidence of them, because we have to make up our minds upon everything we have before us, and it is important for us to ascertain the experience of people who have taught for a long time in Intermediate schools like yourself?—Some of the boys have come to us and simply as I said—not only that boy, but another, and I believe a number of others—they simply say that that is the way they always learnt Latin; they wrote the translation over the text and committed it to memory. When they came to learn French and heard the master pronouncing it, they could not understand it, they could not repeat the words, they could only spell them.

3882. Those were boys who had previously passed?—And got exhibitions.

3883. And got exhibitions?—High exhibitions, and that is the best way to get an exhibition.

3884. You next refer to a matter to which I attach some importance, that is as to the clever boy having his price, and the parents of the boy bargaining in reference to that price. Have you any actual experience of that?—Yes. For one fortnight I was in the position of a *locum tenens* for the President, and during that fortnight I got two letters, one letter offered one boy, a very clever boy, who had got so-and-so; it set out all his qualifications; another letter did the same for another boy, also, of course, very clever. It was further stated in those letters—I do not know with what authority or with what amount of truth—that the parents had already got offers for these two boys, both had got an offer from two colleges or from two schools—I do not know what they were—to take them for nothing. The letters went on to say "We should prefer to send them to your college under these conditions." I declined them with thanks.

3885. You have not had the experience some other headmaster's have had in which they were not only asked to take the boys for nothing, but to pay a certain sum of money for the honour of having them?—No.

3886. Your experience has not extended to that?—No; but there is an amount of experience on that point. Not only with regard to boys, but with regard to girls too there is keen competition.

3887. Is this a part of your own school experience—the matter you refer to as to the young chimney-sweeper, or is it only hearsay?—I heard it directly as having already taken place.

3888. Then it is an actual fact?—Oh well, I believe so, and I certainly have met persons in very very low positions that did not require anything in the way of Intermediate education, and they told me they had been in for the Intermediate Grade.

3889. You say that a person who got an exhibition in the Middle Grade afterwards became a chimney-sweeper in real life—an actual working chimney-sweeper?—An actual working chimney-sweeper.

3890. O'Conor Don.—Is that a fact to your own knowledge?—No, but I heard it most distinctly.

3891. Did you hear it attached to any particular name or only as a general statement?—I heard it as taking place at a certain time at a certain place.

3892. With the name of the person?—I did not get the name; the person did not know the chimney-sweeper.

3893. Rev. Dr. Salmon.—Is there any objection to a chimney-sweeper being a well-educated man?—Not the smallest.

3894. Chairman.—I should prefer that a person who got one of our exhibitions should be able to obtain a higher rank in life than that of a chimney-sweeper. In your opinion is the effect of this Act that persons devote themselves to studies that would not be of any value to them in after life, simply because those studies pay best under the Act?—Oh, decidedly.

3895. Can you speak of that generally of your own knowledge?—You have only to look at the lists.

3896. I am aware of the lists, but I want to know whether you know it from your own knowledge?—I got some lists specially prepared in which the exhibitioners are all classed—what used to be done by the Intermediate, and what I believe might be done here with a great deal of effect.

3897. Do you wish to refer to these lists?—No. If you tabulate the exhibitioners and see what subjects they specially take up you will find (I should be the last person in the world to speak against Celtic; I believe in it in the highest way; I do not see how we are to have an historian if he does not know Celtic: I should like to see it taught very much indeed, but I am only referring to it as taken out in this way); Celtic adopted by persons to get exhibitions, and they take German and Celtic and Italian, and I find from looking over some of the lists that Italian seems to be a great deal more important language for exhibitioners than German is. That is merely from the lists as published. A great deal of useful information might be got out, I believe, from a comparison of the marks in these lists.

3898. Do you wish to say anything more before we go to the remedies that you suggest for the evils you have observed? Of course my third point was that there was bad teaching. Subjects were not properly selected; there was bad teaching, and then beyond the bad teaching, you teach unimportant points. I think that until these evils (which I think are clearly from the action of the Intermediate; in fact I would like to hear any person that will disprove them) until these evils are disproved against the Intermediate I do not see why such a system, fraught with such evil, should be imposed upon the country, until we have proved that we cannot do anything better.

3899. Are you of opinion that any alteration in the working of the Act as distinct from altering the principle of the Act itself—that is, payments by results—could prevent the evil consequences which you have pointed out?—In reference to that I might refer to the third objection I raise, viz., that the papers are entirely too difficult.

3900. Surely that is a matter which can be obviated without changing the Act?—That is what I say.

3901. I want to know whether your first two objections can be met otherwise than by an alteration of the Act, or can they be obviated by any change in the administration of the Act. In your opinion are they incident to the system of payment by results?—And of written examinations.

3902. And written examinations. You may assume that *viva voce* examinations cannot be adopted under the Act having regard to our numbers. Now we will come to the difficulty of the examination papers. In your opinion are the examination papers, taking them as a rule, too difficult for pass boys?—In the mathematics, yes. I should say that in all departments they are entirely too difficult. The Intermediate, to my mind, is quite different from all other examinations, or ought to be. The end to be secured by the Intermediate ought to be to find out how many pupils of average ability have been taught well and have devoted themselves with earnestness to their studies during the year. The papers as set at present have no tendency in that way. In other examinations what you want to find out is who is the best boy, it is altogether competitive, it is not so here. It ought to be qualifying to a very great extent. And I mentioned as my second point that I think the Act is fundamentally wrong in that. As I said at the first, I think it would be just as wise to test the value of all horses by their power of jumping and galloping as to test the abilities and usefulness of

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boys by their power of passing examinations. Clydesdales would cut a sorry figure if they were required to jump and gallop and do the other various things that racehorses can do, even though they had not to compete with the racehorses. And yet Clydesdales have to do the work of the world, and not racers. So in the intellectual world there are Clydesdales too; they cannot jump and gallop; they cannot perform various intellectual feats, but yet they are to do the world's work, and not the intellectual racers. The Germans have specially seen to this. I say that if you must have races let the race-horses run them, they are fit for such work, but do not require the others to accomplish these feats.

3903. Mr. Justice MADDEN.—How would you test your Clydesdales—pursuing your metaphor, which is an interesting one; you would test your Clydesdales by inspection?—Certainly.

3904. CHAIRMAN.—That objection applies solely to the mode of examination, and not to any intrinsic difficulty in the Act; is not that so?—Yes. I might say that it could be put in this way: all examination papers written by extern bodies are essentially bad; and, therefore, this is essentially bad since it requires such papers.

3905. But would that be obviated to any extent in your opinion by having two separate sets of papers, one for the candidates for exhibitions, and the other for pass students?—Oh, decidedly, but I thought the first thing was to see what would be the best system, and then if we cannot adopt the best, try the second best, the third best, or the fourth best.

3906. Very well, I will pass over that for the present; I only referred to it, because when I was asking you about the Act, you referred to it. What system would you adopt instead of the system of payment by results established by the Act? What, in your opinion, would be the system of the greatest educational value?—I was just going to remark with regard to this point of the evidence about the third objection I have to the Intermediate.

3907. Yes, very well?—They are fairly like others, except that their papers are more difficult, which is a great injustice to schools. You are a teacher in arithmetic; ten boys fail, and you lose so much money by that. The papers set are full of conundrums. I might say, I am glad that a number of persons in very high positions have not to pass in these papers, because if they had, they would be "plucked" in the Junior Grade Arithmetic.

3908. You see that is a point which refers not to the principle of the Act, but to the character of the papers that are set?—Yes.

3909. That can be mended by setting more reasonable papers?—Yes.

3910. Would you mention any other objection that you have, in the first instance, to the principle of the Act, and then I will ask you for any objections you have to the administration of it?—To the principle of the Act.

3911. To the principle of the Act. I understand you to say that its necessary result is the teaching bad subjects and bad modes of teaching in those subjects. What is your next objection to the Act?—My next objection is that almost of necessity from the very fact that written examinations are required, it is essential, I say that nearly all examination papers are too difficult. Mathew Arnold, speaking of them, spoke of "those papers of questions by which the examiner is so led to show his want of sense, and the examinee his stores of cram." And Latham speaks of them—"Our papers are everywhere becoming more and more a repertory of the difficulties which the subject can be made to present." You can fill pages with quotations like these. There is no doubt about it that when you have written papers, the man, when he is writing a paper, seems to lose his head altogether. He is going to write a nice paper, he is going to write for the public, not for the boys. He is not going to examine them; every person who sees the paper will say—"That is a splendid paper; they must have very high studies in that university," &c. I have known a first honours man to get 19 per cent. on the paper.

3912. First, you object to the system of payment by results?

3913. Secondly, to the principle of the Intermediate rendering it essential to have a written examination?—Yes.

3914. Now, will you go to your next objection?—The result of this is that you cannot teach the average boy properly, because you have to get him to try to pass in this examination; money is depending on it, and, therefore, it is essentially wrong.

3915. Therefore the object of the teacher may be, that the boy shall pass as distinguished from instructing him in the best way in which his mind is capable of receiving instruction?—Decidedly.

3916. And you know that to have taken place, as a matter of fact?—Certainly.

3917. From boys that have come to your college after having passed the Intermediate examination and obtained exhibitions in it?—Yes, it took years for them to right themselves, if ever they did it.

3918. The next matter you refer to is one that can be mended by rule, but it is better to refer to the points in your order. You object to the classification of boys by age?—I said that all this tends to beget care of the clever boy, and neglect of the moderate boy. I cannot be too strong on that.

3919. As a matter of fact, apart from tendency, have you, in your own experience, observed that too much attention is paid to the clever boys, and too little attention paid to the dull boys?—As a matter of fact, perhaps, I cannot state that, because in all the teaching that I had to do my whole idea was to attend to the backward and dull boys. I always said that they paid their money to be taught as well as the others.

3920. By the state of preparation of students that had come to you after having passed, say, the Junior Grade in the Intermediate, were you able to form an opinion upon it; or are you dealing here only with the tendency as distinct from the fact?—I do not know how I can precisely answer that question. All that I can say is, that I believe that no person who is conversant with the question at all can doubt that it does produce the neglect of dull boys.

3921. My own opinion is that it does?—I do not think there can be any doubt upon it whatsoever, but I may not be able to give you figures for it.

3922. You object then to classification by age?—Yes. It seems to me that you might as well classify them by weight as by age.

3923. Before the Intermediate Act came into operation was there any such thing in any school as classifying the students by age as distinct from knowledge?—Not that I know of.

3924. Surely everybody that was ever at school would know that boys of very different ages would necessarily be in the same class?—Yes.

3925. You say that your fifth objection is that the results of teaching under it are exceedingly bad. I think you have dealt with that already. According to your experience the results of the teaching have, as a matter of fact, been bad?—Exceptionally bad. The students are taught always wrongly, to be inaccurate, not to know the meaning of words, not to care about the meaning of words, not to know the reason of anything, or the proof of anything, and not to know anything about the beauty of the play They are taught to get up the historical introduction, and the notes—"Say the note" is a typical expression—that is what you will be asked, and if you want to prepare a person for examination, there are only three things you

need do in Shakespeare, the questions always are: these difficult words, what is the meaning of them; these curious passages, who used them; and a third question on general matters.

3926. A very eminent statesman has said, objecting to examinations, that it is absolutely necessary for an examiner, in order to test a student, to ask about the difficulties and eccentricities of the work as to which he is examining, but that the effect of that is to lead to the teaching of the difficulties and eccentricities only, and not the whole of the work, which is the real value?—Certainly.

3927. I think those are the words of the present Prime Minister?—You can frequently judge of that, because they will not tell you the ordinary parsing of a Latin sentence, but they will tell you all the irregularities, and that is the result of the teaching to my mind. Formerly, before the Intermediate Act, many boys would have been ashamed to make mistakes in the ordinary parsing of a Latin sentence; now it is a rare thing to find six or eight boys that you would not puzzle in the most ordinary parts of the verb, but you could not puzzle them in the irregularities; they know those.

3928. What about the prosody of ordinary words?—Oh, I do not know. I think what Professor Tyrrell said—mark them alternately.

3929. At one time in our history a false quantity in the House of Commons used to mar a man's prospects for ever. If you had full scope and power what would you suggest should be done in order to obviate the evils you have pointed out?—Inspection, pure and simple.

3930. What is the character of the inspection that you would suggest?—I might say the German system as described fully, and in the greatest detail, by Mr. Sadler of the Education Department.

3931. Would you go further and adopt the German system of having a "leaving" examination?—That is the German system, coupled with the leaving examination. The "leaving" examination takes place after nine years or after six. That I should like almost to leave open, because I do not think that the position of witnesses ought to be to lay down a system that no fault can be found with, but rather to make suggestions, and if there is anything in those suggestions, they might get the ear of the Commission.

3932. In other words, you say that this system is a bad one, but we have to do our best to provide a better one; that you will give us any assistance you can upon the subject, but of course you cannot absolutely guarantee it?—Yes.

3933. That is our work?—Yes.

3934. I see that you point here to a difficulty in reference to inspection which you wish to be guarded against. You say that inspectors are liable——?—I should be inclined to say as regards all that, that to my mind nothing better on the whole of inspection can be seen than what is given in the Report of the Commission for 1895—the first volume there; everything is distinctly stated there on the various sorts of inspection.

3935. But various different sorts of inspection are discussed there, and in the end no particular form of inspection is recommended by the report. Is not that so?—Yes, but they cannot impose anything; they can only suggest what the various people shall adopt. There is no system in England like the Intermediate which has power in dispensing funds.

3936. Certainly; and I want to know your idea about the mode in which we should dispense our funds. I suppose you would be of opinion that before we made a payment to a school, we should be satisfied in a general way that the education given in that school was efficient?—Yes.

3937. It is to satisfy us about the efficiency of the education that you would propose that there should be inspection?—Certainly.

3938. Would the inspectors see the classes actually taught?—Ideally, yes. I do not know what the country is prepared to admit, but ideally I think our aim should be to see that we had the best teaching we can obtain, that the best methods are being employed, and that the best curricula are being followed. This of course can only be done by inspection. It is much more important to see how a boy is being taught than to know what he has learnt. I cannot be too strong on that point. All the educational authorities lay it down as the important thing. Arnold used to say that his whole idea in teaching was to do the least possible for the boy, not to teach him, but to let him teach himself; to let him make use of his own brain. Temple used to do the same, and an eminent Frenchman said he was always trying to be useless to his class.

3939. Do you propose that the inspector should see the class or some members of the class examined?—Well, of course all that I can speak of is what would be best, and I do not know how much persons would be disposed to admit of that. I believe, of course, that the best inspection would be if you could see the class, see the teacher, see how he teaches the class, see everything, as is detailed most carefully in vol. 5, by Mr. Sadler.

3940. That is not vol. 5 of the Report, I think it is in the Appendix to the Report of 1895?—No; it is vol. 5: "Memoranda and Answers to Questions."

3941. That is the Appendix and we have it?—There are eight volumes and this is vol. 5.

3942. We have them all?—In passing I just wanted to say that I called on Mr. Sadler when in London, and I spoke to him about this, and I gave him almost precisely what is in my evidence, and he said that that would be the perfection if you could get it.

3943. What would be the perfection?—What I have just suggested there. The only question that he raised was this—I asked him was I right in my conception of the German system; he said "absolutely"; he used a football phrase—"You are on the ball. You are perfectly right. The only thing is then what about the 'leaving' examination; that is the only difficulty."

3944. That is the very question I have asked you?—I have gone into that a good deal—about the "leaving" examinations, but it is a very difficult question. The "leaving" examination is adopted to a certain extent in Scotland. I went to Edinburgh, and I asked them about it in the Education Office, and I went to some of the schools and inquired about it. The one great objection, to my mind, is that there again you introduce the external, you interfere altogether with the teaching. If my class is to be examined by an outside person who comes in and asks anything he likes, I cannot teach the class. I cannot teach what I know best or what I can do best; I must teach what he is likely to ask. I am speaking of an ideal system. It takes away all individuality, and consequently in Germany they never attempt such a thing.

3945. They have a "leaving" examination in Germany?—But the person who draws it up is the person who professed the class. He sends to the Minister of Education three papers of the various questions that he would suggest, and, as I say, it is described in the most exquisite detail there. He sends these papers; they are thoroughly examined, and the Minister sends them down, marking the questions that should be asked on the papers. They are sent in an envelope, and they are only opened on the day; they are addressed altogether to the master. He says in one place that a teacher would as soon commit suicide as act unfairly to his pupils in Germany.

3946. Do you suggest that the "leaving" examination should be as in Germany; I thought you said that that was one of the subjects you were in doubt about?—I should like to leave that question open; it may be if persons think that it is essential. I only throw out this as a suggestion, so as to let persons see how much

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can be established or not. But if there is to be a "leaving" examination I should be inclined to say, let it be conducted as in Germany; let it be the work of the class directed by the professors of the class; let the boys be examined by the professors of the class with an inspector appointed by the Government to come in and see that everything is done fairly. It shows every bit of detail: they keep their exercises, they keep their log-books that show what they taught every day; it is a perfect system which has to be studied.

3947. In reference to this inspection I should like to bring you back to a question I asked you: do you think that the inspector should see a class taught in his presence by the professor?—Decidedly; I have that stated here.

3948. Would you like that the professor should question the class in the presence of the inspector?—I should be very glad if he would. There are various degrees that persons might adopt. I put them into various sections, that each person might suggest as much or as little inspection as they liked, and be paid accordingly. I have said here in my written evidence.—"An examination of a class given by the professor in the presence of the inspector, and by an examination of the exercise books kept by the students. From these and from a syllabus of work the inspector can see the course, the order of the subjects, the graduation (which is so very necessary, especially in junior classes), and the methods. If in addition to this the professor has no objection to allowing the inspector to be present when he is teaching his class, and thus allowing him to form an idea of his manner——"

3949. But supposing he did object?—Then he would not get an allowance for that much.

3950. And why should he get an allowance for anything if he would not allow the inspector to be present when he was teaching his class?—He may allow him to be present—for what is examined in by the Board at present. It is for the results, it is not for anything that the professor does you pay now.

3951. I myself cannot see how we could pay State money to a school if the professor objected to allow the inspector of the Government to be present when he was teaching his class. I would think that that would be an absolute *sine qua non* if there were no examinations?—I should not say so. At present, I say, here is a better system, very much better than the present one, conducted on proper lines, the course is properly suited to the boys and the boys are suited to the course, the teaching is all that it can be, it is not fettered by an external authority——

3952. You assume that the teaching is all that it can be, but how can we know that it is if our inspector is not allowed to observe the teaching when it is going on?—By this simple method:—The inspector has the papers that have been examined and sent down; he has the answers to them; you have precisely as much as you have at present, and, I should say, a great deal more than you have at present, in the present system of examinations, and you have all its defects done away with. I think that that is an immense advantage.

3953. Mr. Justice MADDEN.—To sum up shortly your recommendations, you advise us to adopt a system of inspection, pure and simple?—I have stated it fully.

3954. I am leading up to the question I want to put to you without going back on your evidence to any extent?—I have not even mentioned these things; they are mentioned in the report.

3955. Do you advise us to adopt at once, as a substitute for the present system of the distribution of the State grant, distribution upon inspection, pure and simple, or would you do it gradually?—I would leave that to your discretion.

3956 You yourself would see no objection to doing it at once?—I think that that is a false position to get us into altogether.

3957. You have not considered that question?—Oh, I have considered it, but I have not solved it in every detail.

3958. Do you not think that that is one of the most important practical questions we have to consider?—I think so, but I think it is for you to consider it.

I will not pursue the question further if you have not considered it.

3959. Most Rev. Dr. WALSH.—We have to consider this question, as you say, but we are most anxious to get all the light thrown upon the question that can be thrown upon it by expert witnesses?—I should be inclined to say that it ought to be, as Mgr. Molloy suggests in his paper.

3960. Mr. Justice MADDEN.—It is your own opinion I want to have?—I merely wanted to put myself into the position that I think is the position we ought to take, namely, to state what we think is the best system of education, and then it is for the Commissioners to say how that can best be carried out. If any points cannot be carried out, let them strike out those points. But I think it would be a bad position for the Commissioners to get into if they got into the position of picking holes in every suggestion that was made, rather than of seeing what can be done, and what amount of truth there is in the suggestions.

3961. I assure you that it is with the view of getting the information from experts, including yourself, that I put the question, because the sudden substitution of a new system for an old one is a serious matter, and I want your assistance on the subject?—I should be inclined to say what Mgr. Molloy said——

3962. That it should be done tentatively?—I should be inclined to say, why impose on the whole country a system which seems to be to my mind absolutely bad; why impose that on the whole country; why not say that if certain schools prefer to do another thing, and if they give you a guarantee that they are doing good work, that they are doing it properly, that they have a proper programme—if they give you absolutely satisfactory testimony to that effect and have examinations to that effect, I do not see why these should not be allowed to carry out their programme. That is what is done in Germany to a very large extent. What I suggest there, is that each school would be allowed, if they are capable of doing so, to draw up their own programme of studies, that they would submit that to the Board, that the experts on the Board would say, "This programme is certainly as good, certainly as high, as anything we have issued if they give satisfactory evidence that their boys are well taught in that programme, and that they have a sufficient amount of knowledge at the end of the year. We do not see why we should impose a bad system upon them."

3963. I thoroughly understand your suggestion; you agree to the suggestion that we should proceed tentatively and try the effect of the introduction on a small scale in the first instance of payment by inspection. I have your answer very clearly with regard to that. You are aware that we cannot distribute the public grant as the result of inspection under our existing statute?—Yes.

3964. One of the practical questions to which we must turn our minds and upon which we desire to have the assistance of experts like yourself is this: supposing that we fail to obtain extended powers, how can we best remove the evils and abuses to which you have called attention? Have you directed your mind to that practical inquiry?—Somewhat; because I regard that all the efforts I could make should be for the removal of the system altogether. I think, however, the examination papers are at the root of an immense amount of the evil.

3965. That I understand, and a good many of the abuses to which you have called attention so pointedly could be removed under the present system; for instance, you have referred to a defective mode of teaching, for instance English Literature?—That cannot be examined.

3966. You think that cannot be done?—It cannot be.

3967. You have mentioned a large number of subjects which you have said are not taught, the reason being that they do not pay. They do not pay because they are not examined in?—It was English literature that you mentioned. I said that English literature cannot be examined on. That is the idea of Professor Jebb.

3968. I want your own opinion. I have the means of referring to the opinions of others, but it is your individual opinion that I now want?—I merely suggested them, as perhaps you might not have come across the precise passages.

3969. These references are to books with which we are familiar. There is no harm in referring to them, but it is your individual experience that I want?—As regards the individual experience, it is simply that you cannot teach them. The boys have got demoralised. They will not listen to them; they will not and they cannot be asked about them at the examinations. The very idea of teaching them some of the beauties of these things, and getting them to relish them, the very idea of reading a play to them and letting them realise them is not possible.

3970. I am very much disposed to agree that knowledge of English literature cannot very well be tested by any system of examination or inspection?—By inspection, yes.

3971. That may be a subject for difference of opinion. But, with reference to other branches of learning, a great many of your observations have been directed to defective modes of examination rather than to any essential vices in the system itself; for instance, taking the testing of mere memory work—is not that so?—I thought I had made it perfectly clear that my fundamental objection is to the teacher being cramped by an outside authority. That is fundamental.

3972. That is the reason why you object to the distribution of public money as the result of examinations?—Men like Arnold will not admit of such things.

3973. I am trying to bring your mind to this: assuming that we still must continue the system, how can we minimise these evil results?—By changing the examination papers as much as possible.

3974. Exactly. Do you not think a good deal can be done, as you put it very fairly, by changing the examination papers?—Something could be done; I would not say a good deal.

3975. Something could be done?—I think it is radically wrong.

3976. I assure you you have made yourself perfectly clear, to my mind, upon that. I am at present asking your assistance on the assumption that we are bound by the Act of Parliament. Do you not think, also, that a good deal might be done by enforcing submission to inspection as a condition precedent to receipt of results fees—perhaps not everything, but a good deal?—To what sort of inspection?

3977. Inspection very much on the lines you have suggested?—Oh, you could not.

3978. Nothing could be done in that way?—You cannot introduce it.

3979. We cannot pay results fees upon inspection, but assume that we can make submission to inspection, and the obtaining of a satisfactory certificate a condition precedent to the receipt of results fees. You do not attach any importance to that?—I do not know whether you can do that; I do not know whether the people of Ireland or the schoolmasters and teachers of Ireland would be very anxious to have such a thing as that. You increase everything, you submit us to this desperate pressure of examinations, and in addition to that you will pour in inspection upon us.

3980. Is your objection founded on the possible dislike to the suggestion on the part of the teachers?—What precise good would it do; first, to get him to go into the class and see the teaching, &c.

3981. I will tell you the idea that was present to my mind, and which has been presented to our minds by a good many witnesses. There might be inspection for the purpose of ascertaining, not the proficiency of individual students, but the methods of teaching adopted in the school. For instance, whether in teaching modern languages there was an honest attempt to teach the languages as living languages—spoken languages?—I think a great deal too much has been made of that point from an educational point of view.

3982. Then you do not attach very much importance to it?—From a commercial point of view, from a utilitarian point of view, it is very good to be able to speak the language correctly; but we may not be pronouncing Greek and Latin as the Greeks and Latins spoke them, still we can derive benefit from their language, and the greatest educational benefit, too, if we are able to study the great authors in Greek and Latin properly.

3983. I was referring to living languages?—It is the same.

3984. Do you or do you not think that methods of teaching can be efficiently tested by inspection?—It depends on the sort of inspection.

3985. Quite so; but by efficient inspection such as you would approve of?—Decidedly.

3986. Therefore do you or do you not think that some safeguard might be applied to a system which, according to you, results in certain abuses by insisting upon submission to efficient inspection as a condition precedent to the receipt of results fees?—I daresay that would be very good.

3987. I cannot expect you to go further than that?—Putting on the two things—it is keeping all the evils of the present system.

You have expressed your views so clearly and so fully that I will not trouble you any further.

3988. Rev. Dr. SALMON.—One of the things I heard from you with the greatest surprise was the different attitude boys take up towards their teachers at the present time as compared to what it used to be in my school days. In my time we were told to learn a certain thing, and if we did not do it unpleasant consequences would follow. Now it seems the case is that if a teacher tells a boy to learn a thing, he says, "Oh, no, that will not be good for me; I won't learn that." If that is the attitude which is taken up by boys towards their teachers now, how do you account for the difference which has taken place?—Simply because they know what pays and what does not.

3989 Pays whom?—Themselves.

3990. Is it a question with regard to themselves or their teachers. I do not suppose the boys are very solicitous about their teachers?—They are solicitous about themselves in regard to passing and getting prizes.

3991. Then you think we give too many prizes to boys?—I do not see how that follows.

3992. I do not see how a boy should feel any interest in it except that you say from the money we give them they are so solicitous?—They do not get the money at all; they get the honour and glory of passing.

3993. And you think they would be as careful about that, apart from the prizes? You think, then, that it is really for honour and glory that the boys will not learn what their teachers tell them to?—I cannot follow that.

3994. Would they get any honour and glory from their teachers if they answered well in the things which their teachers told them to learn?—I do not think they value that as much as what they learn from their books that pays better.

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3995. Would they get honour and glory from their school-fellows if they came out best in the class?—If they came out best in the class—oh, yes.

3996. I confess in my time, if honour and glory came in at all, the only way in which it operated on us was in the way of getting a good opinion from our teacher and a good reputation among our classfellows?—I think that has gone to a very great extent. I think Matthew Arnold has answered all that.

3997. Do not tell me about Matthew Arnold; tell me what you know yourself?—I thought Matthew Arnold might have as much weight as I would have; but however that may be, my own opinion is perfectly the same. It is perfectly ludicrous to tell a boy that this or that will improve him. He does not want any improvement; he thinks he will do very well as he is. What he wants to get is a pass and marks, and, if possible, to gain an exhibition; and some boys have got so far as to be nicknamed "Marks," because they never thought of getting anything else but marks.

3998. As you quote Matthew Arnold, I may say that I never heard anything so absurd as what you quoted from him yesterday—that boys of 15 exhibited poverty of thought in their composition?—That was not from Matthew Arnold, that was from one of your own examiners.

3999. I understood you to say it was from Matthew Arnold. If it had been slovenliness of expression I think that would be correct, but as to poverty of thought I do not think you would expect much richness of thought from boys of that age?—But you might expect some commonsense, and at present we get none of it from them.

4000. Now you talk of our imposing a system of education upon schools. Surely you know that no schoolmaster is obliged to enter his boys for our examinations at all?—You do not impose it, but public opinion imposes it. No school dare stand out from these examinations. One case, girls were concerned, I had a good deal of influence with, and I said I would go on my knees to beg them not to go in for the Intermediate, and they followed my recommendation and did not go in for it because it would destroy their education; but a boys' school cannot face that when every other school in the country is going in for it.

4001. What is really the inducement that has brought so many people into our examinations?—Money.

4002. Then it is the offering of prizes, and the offering of results fees, apparently, that is responsible for it?—Yes, on bad principles, there being only a written examination to pass.

4003. The principles must be such as you can test. What I want to bring out is this—that the reason that the German schools and the English secondary schools do not come into competition with us is that we differ from them in that we have a large sum of money to distribute amongst schools. If it was merely that a school had an endowment, and all we had to see was whether it was working honestly, I would not interfere at all with the teachers' methods?—I am very glad to hear you say so, because I think that gives up the whole idea. Therefore, it is this grant of some thousands that is to destroy the whole education of Ireland—if you wanted real education you would have inspection, but if you wanted to disburse money you would not.

4004. It comes very much to that?—I am afraid so, and I think it would be a very bad day for Ireland when the education of the country was to be blasted by a few hundreds more to one school than to another. I think it would be the worst thing that ever came on the country.

4005. I may say in confirmation of your opinion that many of the evils of this system did not exist when our endowment was comparatively small?—Certainly; and some of the best schools of the country, as far as I could hear of them have almost disappeared.

4006. I want to know whether your remedy would be to give up this money?—No, but to disburse it according to a proper system.

4007. We have got a certain sum of money to distribute amongst schools, and we have to discriminate in some way or another what schools are doing their work best. As far as I can make out your remedy would be to leave it to the teachers themselves?—By no means.

4008. To let the teacher choose his own course, examine in his own way, and to let us have no power to interfere?—Under proper control, I say; and the strange thing is that that is what is adopted in England altogether.

4009. Mr. Justice MADDEN.—That is in primary schools, is it not—not in secondary?—But what is the difference?

4010. Rev. Dr. SALMON.—It would take us too long to argue that question out?—They wanted to disburse money, and they wanted to get the best means to disburse that money. They used to examine individual pupils, but they gave that up as a farce. They said, "We will not examine these individual pupils, we will examine the class as a whole; we will send in our inspector, and he will tell us; we will let the head master draw out his programme, and he will submit that to us; each teacher will draw up his own programme month by month, and submit that to us; and we will send our inspector down to see that it is properly carried out." That is what they now do, and educated opinion all over England is coming to that, as it has long since come to it in Scotland, and I do not see why we in Ireland are to adopt another system altogether from that which is adopted in other parts of the kingdom.

4011. I am quite insensible to the argument that we in Ireland are necessarily to be guided entirely by what may be done elsewhere. You quoted from an English newspaper some criticism to the effect that they do not mind what is going on in Ireland—that the system in Ireland is the very worst of all. Now, I am too good an Irishman to acquiesce in that kind of thing—that we have no business to speak or think at all because people in England or in Germany do differently?—I do not think you have quite fairly represented what I gave as the opinion of an English newspaper; the Commission were quite prepared to get information from any place, but they could not get any information from us in the eight volumes of the Report.

4012. That is what I saw in the English newspaper as condemning Irish methods?—By no means; it is merely stating a fact.

4013. I want to put aside those external authorities altogether, and to come as far as we can to your own experience?—That was a Commission of the best educationists and educational authorities in the country, and they never thought of sending a Commissioner over here to know what we were doing in the Intermediate.

4014. Mr. Justice MADDEN.—Do you think they were wise in that?—Oh, certainly; and Germany never did it either, though they are reforming their systems every day.

4015. Just following that suggestion up, you would agree that, although Irish experience might not be useful in England, the twenty years' experience in Ireland is useful with regard to Ireland itself?—Certainly.

4016. Rev. Dr. SALMON.—You seem to object to our testing the schoolmasters' own guarantee in any way whatever?—I beg your pardon; not at all.

4017. You think that when we send an inspector down he is not to ask questions of his own, but the schoolmaster is to ask his own questions, in which he may have prepared the boy specially, that the inspector is to listen to those questions (if the school master gives him the privilege of listening to them) and that he is not to attempt in any way to see whether the boys know the subject properly or not?—

I do not believe that is at all a picture of my position.

4018. That is the impression left on my mind of what you said?—My position is this: I give you every means of finding out that the teaching is good, that the teachers are good, that the curriculum is as good as anything you prescribe, and perhaps a great deal better; and I do not see why, if I can get a very much better curriculum than you propose (perhaps as Professor Tyrrell suggested yesterday, six times as much Latin, or anything else that may be), I do not see why I am to be bound to a much inferior programme. It is mediocrity that is encouraged by that. There is no such thing as a chance for an educationist or for a teacher, and all these would be completely done away with; you could have no such person as an Arnold or a Temple, or any of these men; they would always have to do what the Intermediate said. And I think, as Sir Joshua Fitch said only this very month—

4019. You are quoting again, and as I have said, I want your own opinions, not those of others. For that quotation to have any value, you must first tell me who Sir Joshua Fitch is, then whether he was dealing with schools of the same nature as ours, how far the things he was speaking of, bore relation to ours, and so on. I only wish to save the time which is consumed by your bringing in authorities, the value of which I do not know?—I really thought that any person connected with education would know who Sir Joshua Fitch was.

4020. Then I do not want to be connected with education in that sense. I do not want to know who he is, and if his reasons are not good I do not want to listen to them. I want to know, from your experience and knowledge, how we are to discriminate between schools without holding some kind of examination of our own?—I can only suggest what I have already said—simply that you get an inspector to go down there. I think you said yourself just now that if you wanted to test a school that had not to get public money you would send down an inspector—that would be the best way—but if you wanted to know how the class was taught he would go into the class, hear the teaching, and hear the pupils. I think nobody ever thought of anything else.

4021. I will give you an illustration. Some things are suitable for examination, and some are not. For instance, in English literature, suppose you take Shakespeare; you know the vocabulary of Shakespeare is different in many respects from that of modern English. Suppose there is a very unusual word in Shakespeare, would it be a very improper thing to see if the boy knew the meaning of that word?—No, I do not think so.

4022. Must not a great deal of the examination be in those questions that are put forward as being ridiculous—asking the meaning of words that occur in Shakespeare?—I should say not.

4023. Then, besides that there is a very interesting thing. Suppose you were to set an examination paper in Shakespeare, it might be very desirable to get lectures from the teacher on the beauties of Shakespeare, and so forth, but what kind of examination paper could you set on the beauties of Shakespeare?—The only way to see whether such things were taught would be by means of an inspector, and nothing else. The present teaching is the most wretched thing that can possibly be. I believe you object to all authorities, but I must quote this—Churton Collins said that if a system were to be devised that would cause the very name of Shakespeare to stink in the nostrils of our youths, nothing better could be devised than the examination papers set at present.

4024. I think one thing you have said had a good deal of sense in it—that what you thought would be an ideal system would be that a schoolmaster should teach for eight months and cram for two; that is to say, that the rewards we offer should be so subordinate that it should not be the primary object of the teacher to get our fees, but that the greater part of his work should be devoted to teaching, having that teaching tested by examination. To come back to what we were saying about Shakespeare, the inspector could go down and hear a most beautiful lecture on the beauties of Shakespeare; but what would be the effect of that on the class. The practical effect would be that some of the most intelligent boys would hear it with the most lively interest, while a great number of the boys would have their thoughts on other things all the time, and would not profit one bit by it. You talk of the "leaving" examination in Germany as a good thing; that is to say when a boy is leaving the school to go into a university you would not object to an examination then?—I think I said I should like to leave that as an open question.

4025. If you allow this "leaving" examination on a boy passing from school to a university, would it not be open to the objections you have already spoken of?—It would not take place until he was 17 or 18 years of age, and a great deal of the evil would be eliminated; you would not be inflicting all the evils from the age of 12 or 14 up, and there would be some hope of the boy escaping.

4026. Might there not also be an examination when a boy passed from one grade to another. When he is raised, a form from the school itself would give him an examination?—That is precisely what I want—to let the school give the examination, and not an external authority.

4027. But the question is this; we are to check schools, we are to discriminate between schools, and to give rewards to those who are carrying on their instruction well, and not to those who are not carrying on their instruction well?—I think what I have suggested there allows everything to be done in that way. Everything can be quite open and above board. The inspector goes down, and he says, "What have you prepared in this subject?" The teacher says, "We have prepared Virgil," and the inspector says, "I should like that boy and that boy examined; and I would like you to take this passage or that." There is no collusion then.

4028. But that might be the very passage in which the teacher had specially prepared the boys?—Yes; and so the passage given in the examination paper might be too.

4029. But he would not have the dictation of it in that case. Then with regard to examinations, for instance in natural philosophy, you said that we could examine by papers very well, but that we had not proper examiners. We are trying to get your opinion to guide us as to how we are to get proper examiners, but the only thing I have heard suggested yet is to call Professor Tyndall from the dead. That unfortunately is not possible?—I do not think I suggested the resuscitation of Professor Tyndall at all.

4030. You said our professors were bad examiners, and that Professor Tyndall could have given a much better examination; but that is not a practicable suggestion?—That is not the only one. There is another authority that I have to quote—it is the British Association. The British Association, I suppose, may have some weight attached to it. The British Association, after an extensive inquiry into the teaching of science all through England, Scotland, and Ireland, came to this conclusion—that it was absolutely bad at present, and the teachers, when examined upon it, said it was due to a very great extent to the examinations to which they were submitted, and the British Association admitted that there was a great deal of truth in that.

4031. Will you tell me, please, what are you talking about. What do you mean by "science"? Is mathematics science?—I am speaking of natural science just at present.

Rev. Dr. SALMON.—Then I wish you would use an adjective, because science is a very big word, and if you use the word "science" to exclude all those things that include measuring, weight, counting, and so on, I

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think you are leaving out the very foundation of all science.

4033. O'CONOR DON.—We quite understand that you propose the payments to be given by the State for education should be given solely by inspection. Now I want to ask you, have you ever considered whether there is any risk that if the State pays for Intermediate education in the Irish secondary schools, solely by inspection, by degrees State interference in the management of these schools may arise. Have you considered that at all?—I have.

4034. Do you see any danger or risk likely to arise in that direction?—By the method that I propose I do not see how it would, because it leaves, to a very great extent, the amount of inspection to be submitted to in the hands of the head master; Monsignor Molloy, I think, proposed in his paper that a certain additional amount would be paid for inspection. At present you pay for results of teaching. I should suggest, as he suggested in his paper, that something should be given for the teaching and something should be given for having proper appliances, and something should be given for other things. I divide it into five sections—sanitary inspection; inspection of halls and appliances; inspection of physical and chemical laboratories; inspection of courses; and inspection of staff and efficiency of methods.

4035. I presume you would admit that the requirements which ought to be entitled to the greatest amount of payment would be the teaching and the efficiency of the teaching staff. There ought to be more given for that, for instance, than for sanitary efficiency?—I should say so, but I do not know whether you would get the country to adopt that. Personally, I believe the all-important thing is the teacher. In Germany the whole idea is to get men in contact with the best minds in the country, and that is where education takes place, and not in saying by rote a number of answers to questions.

4036. That is just what I was coming to. Your ideal really is the German system with regard to teaching and State endowment?—Some things I should like, if possible, to improve on, but that is the basis of it.

4037. Now, with regard to the question I first asked you, whether there might not be a risk of the State interfering with the management of these schools if they were paid by inspection, I would like to ask you whether in Germany it is not a fact that all the teachers have to pass an examination, and that they are, under the German system, Civil Servants of the Government, entitled to pensions, and so on. Is that a system you would like to see established in Ireland?—No.

4038. If this German system is the ideal that we are to look forward to, is there not something in what I first suggested—that there is some risk of the same demands being made in this country from the managers of schools if this payment by inspection is the sole means by which the State is to assist education?—There is a danger, but I do not see how it cannot be avoided. Inspection is the thing that is spoken of in England at present in all their Commissions.

4039. That may be; but in England, when it is spoken of, I suppose the persons who speak in that sense see no difficulty, or objection to the State interfering?—Oh, decidedly; I think a large number of them would.

4040. Mr. Justice MADDEN.—You are referring to the recent Commission of 1895?—And all since those; there have been various conferences, &c.

4041. O'CONOR DON.—Is it not the fact, if we are to judge by what has happened in foreign countries, and if we are to judge by what has lately arisen even in this country with regard to the primary schools, that where you establish a system paid by the State, the tendency of the State is to interfere in the management of the schools, and especially in the appointment of the teachers in their tenure of office, and generally to take the management of the schools out of the hands of private managers?—Yes, I believe that that is a great danger, and I should by no means be prepared to meet it if I did not think that the present system is full of evil.

4042. You consider the present system so intrinsically bad that you would rather face this danger of having the management of the schools taken out of the hands of the bodies that at present manage them, and having them become State institutions?—I should rather say that I should have more hope in the Board, and otherwise that such things should not be inflicted on the country.

4043. Do you not think that it is a proposition that commends itself to general acceptance that if the State pays for the teaching simply and solely on the inspection of that teaching, the State has a right to see that the teachers are properly qualified, that they pass a certain examination, and that when they are qualified and when they do their work they should be paid; and that, as the State is the paymaster, they should be subject entirely to State control?—I should be inclined to accept that proposition *a priori*, but not when you already have a large amount of money which is being expended at present. If they were beginning the thing over again, and it were not in your hands, I should be very slow indeed to think of submitting to State control—I think it would be very detrimental—but I do not see where they are to come in now, as long as we have the Board here to guard us. I do not see why we are to look forward to these objectionable points. I think that we are safe in your hands.

4044. You see you point to other countries where this system has been adopted; you point to it as the ideal up to which we should work; and I wish to call your attention to the fact that in those other countries the schools are not as freely under the control of managers as they are in this country?—Well, you have taken, I should be inclined to say, a special case, namely Germany.

4045. Is not Germany the case that you have been all day laying before us as the example we ought to work up to?—Yes, but the very same thing is to a great extent pursued in England—the idea of having inspection, and not written examinations. The whole testimony of that Commission of 1895 was against written papers as cramping the teacher. There is a regular cry about it; I have given a few of the things that were said, but nothing better can be done than to read the whole of about ten pages on inspection.

4046. I am not objecting at all to your arguments with regard to inspection, and in regard to seeing that the teaching given is up to the proper standard, but I want to point out to you that there is the risk—and I have asked you whether you have considered the probable existence of that risk—that if you adopt this system of thorough State education, based upon inspection, the managers of the schools in Ireland may very soon find themselves deprived of their schools?—I really should be very sorry to see that, but I do not see that it would necessarily follow.

4047. Are you not aware that in the National schools in Ireland lately there was a movement in this very direction—in regard to the primary schools?—Yes, I believe so; but all over the country that is coming. The whole idea now in England is registration of teachers—they think that if you are going to have a teacher, just as in the case of a medical man, you should know in some way or another whether he is qualified to do his work or not. I believe that is coming.

4048. I only wanted to know whether you had considered it?—I have, and I think it is the strong point against interfering with the present system—viz., that the system, if once it got in, might grab and grab, and destroy all our freedom.

4049. You have told us very strongly the evils that

exist under the present system; you have told us that it tends to produce bad teaching and bad methods, that nothing but its abolition can save the education of the country from utter ruin, and that it is a system under which boys are trained to everything which is wrong; and yet, in answer to the Provost, you told us a moment ago that no school dare keep out of it. Is public opinion then so strongly in favour of this pernicious system?—I do not know whether you would call it public opinion or not. The parents want to have some test that their boys are doing something or another.

4050. The parents, then, cannot entertain the same very strong views that you entertain with regard to the pernicious character of the system?—No, I do not think so. In every other matter, persons who are not well up in the subject think that they ought not to give opinions on it, but in regard to education it seems to be in quite a different position; every person is ready to give an opinion on education. A father or a mother comes to us and says, "I don't want my boy to be taught Latin," or this or that thing. They would never think of going up to a doctor and saying, "Oh, doctor, I want you to tell my boy to take so and so;" they would say, "This is an expert, he knows his business, and he will do it." With a singing master it is the same; but, with regard to teaching, every person thinks he is perfectly qualified to give an opinion upon it, though according to my idea there is no more difficult subject, nothing more filled with difficulties, or which requires a larger amount of reading and thought and everything of that kind.

4051. Although you hold this very strong objection against the system, you have continued your schools and colleges in connection with it?—Yes. I think it is Cardinal Newman who calls it "this most preposterous system," and he asked colleges to shut their gates against it, as it was doing infinite harm. Of course it was not the Intermediate system he was speaking of, but such things as the London University. He said that good teachers had simply to bow to things which they could not but condemn in their hearts.

4052. They have to bow to the opinions of the parents?—And it is simply this—they have no choice except to close the college or go in for the Intermediate. I have often heard it said that if three or four of the large places would club together, and say, "We will have nothing more to do with it," persons would come in at once, delighted to be rid of it.

4053. You have told us that you knew many instances in which boys have been permanently injured by following the system. Would you mind quoting a few of these many instances?—Perhaps I might ask you in what way injured?

4054. Injured in their health or in their career in life?—Well, injured in their health—I have seen two or three persons broken up by it; they have had to go home. I have heard of—

4055. I do not want anything you have heard, but you said in answer to the Chief Baron, "I know many instances in which boys have been permanently injured in life through following the Intermediate system of education." Now, as you have known many instances, I would ask you to give us a few?—I have one or two before my mind at present. I know of one boy who certainly suffered a great deal from the Intermediate: he simply had to go home, in consequence of overstrain; and with regard to the teachers I have known it over and over again.

4056. If you would kindly keep to the one question. You have known of one boy who had to leave school in consequence of ill health. Had you never known of such a case as that before the Intermediate came into existence?—Not from the same cause.

4057. But from any cause?—Oh, yes.

4058. The only fact we know is that this boy had to go home from school?—Oh, no; I knew it was the injury done to him by overworking himself.

4059. And you never knew a boy overworking himself before the Intermediate system was established?—I cannot say I did not. I did.

4060. Is that the only instance you can give us out of the many instances you spoke of?—I do not know that I can just bring them before my mind at present.

4061. If you cannot I do not want to press you any further?—I do not know that I can. I have heard of many cases.

4062. I do not want to hear about those. You told us also that many of the best schools of the country had disappeared since the system had been established. Could you give us the names of a few of these schools that have disappeared?—I do not know whether it is well to give the names.

4063. There is no harm in giving the name of a very good school that has disappeared; it is to the credit of the school, and it is ancient history?—I have heard of one or two; for instance, in the north, where Mr. Hime was.

4064. I understood you to say you knew them.

4065. Mr. Justice MADDEN.—You say where Dr. Hime was?—Foyle College and St. Columba's College; they dropped out; as far as the Intermediate was concerned certainly; they were dead.

4066. O'CONOR DON.—They dropped out of the Intermediate?—Yes.

4067. Mr. Justice MADDEN.—With regard to Foyle College. Are you aware that that school has been amalgamated with another school under an Act of Parliament?—No, I did not know that.

4068. Then I am afraid that instance is not very valuable. That instance disappears as a case in point, because it was under an Act of Parliament, and it was not in any way due to the Intermediate system that it was merged in another school?—I do not know that I could not draw up a list afterwards, but I cannot give them at present.

4069. You cannot give the name of any school at present?—No, but I think I could give the names of a fair number afterwards.

4070. Rev. Dr. TODD MARTIN.—I understand you reject the Prussian system?—Reject it?

4071. You would not adopt it?—In part, decidedly I should adopt it—as regards inspection.

4072. Would that fairly represent the Prussian system?—In the point that I am most anxious about certainly. It would not of course represent the whole system of control, and of everything educational being in the hands of Government—the control of teachers, and as regards military service, and so on. They can escape a year's military service by passing their examinations, and of course we should not adopt things like that.

4073. Is there any resemblance between the German system and the Irish system of Intermediate education? I am now supposing that you put aside the question of this Board. Take the Irish schools. Is not the foundation on which the Irish schools are organised a wholly different foundation from the German?—In what way?

4074. Take one particular. The masters of those German schools are Civil servants?—Certainly.

4075. The programme of those schools—the hours of instruction in different subjects—are laid down definitely by the State?—There is a great deal of latitude allowed to each school as regards the programme, I believe. However, every detail of that sort can be got from Mr. Sadler.

4076. I wanted just to bring out the point from you?—They have a good deal of liberty in choice of programme—in taking a definite course. I did not say that I should adopt the Prussian system as absolutely perfect; I said rather I should like to introduce some of its advantages. The question is a very very large one. To lay down a system of education for a country would require more than half an hour or an hour.

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4077. But in saying that you would adopt part of the educational system of Prussia in adopting inspection, is not that misleading to one who is not acquainted with the Prussian system?—I do not know; I should not say that it is, because I have distinctly stated that it is as regards this system of inspection. It wants to know precisely the things which we want to know; it wants to know what sort is the teaching, what sort are the teachers, what sort is the result that they produce, and their method. That is what we want to know, and ought to know, if we are to benefit the education of the country, and their method of testing that is precisely the method I should suggest of testing ours—namely, they send down an inspector. They have written examinations; these examination papers are drawn up by the man who taught the class. They are sent up, selections are made from these papers and sent down. At present what happens? I have to teach, say, natural philosophy. Well, I have to teach seven different courses of natural philosophy; I do not know what sort of questions the man will ask, and I have to be prepared for every question. The result of that is that I have to teach five times as much as I ought to teach, because I have to be prepared for every question, and I cannot dwell on the ordinary things that are fundamental as I should dwell on them if I were free from this examination.

4078. Is not inspection as a guarantee to the State of the effect of teaching wholly different in a system like that of Prussia and a free system such as that of Ireland?—I do not see where.

4079. For example, I think you have stated that you consider examination of your class by an inspector as an interference that would be of evil tendency—I am not quoting your exact words?—Not by an inspector so much, though I should consider it an interference to some extent. But he would examine on what I had taught. I would still be the director of the studies, just as in the case of Rugby and some of these places, where the whole idea is to teach the class. They are inspected, but it is simply done in a friendly way, and the inspectors are not the fierce creatures we are sometimes taught to consider them. He says, "I am to examine your class on electricity," and the teacher draws up a paper or syllabus of his work; he teaches the class as he pleases, and the inspector sees it done, and whether it is done properly.

4080. I understood you to object to an inspector coming and taking your class and examining it?—Ideally, yes, in this way. I believe a boy ought to be examined in what he has been taught, and not in what he has not been taught. I would let the inspector test whether the teaching I gave was thoroughly good, and let him ask questions on those lines, but otherwise you would be taking the teaching out of the hands of the teachers altogether.

4081. As to age limits, is it not necessary to have age limits if valuable prizes are offered for competition?—For those who are going in for the prizes, yes; not for the general body. Prizemen are a very small number.

4082. I understood you to say that you had in your school, as I should expect, carefully looked after the backward boys?—Yes; before the Intermediate put it on at all, I drew up a course of studies for the persons that were not going in for the Intermediate—a Preparatory Grade—but it was on really preparatory lines, not on the lines of your Preparatory Grade, which is only a portion of the Junior Grade cut off.

4083. You suggested (I do not remember whether it was your own practice or not) eight months' teaching and two months' cram?—That is my own practice. I believe if you are going in for an examination you will have to face the papers; you will have to look at the papers that have been given previously; you will have to study what sort of questions have been put, otherwise you have no idea what to prepare for. If a man tells me he is going to examine my class in electricity, I do not know what he means by electricity. If I were to send in boys for the South Kensington, although one of the boys got first in the Middle Grade this year, he would have got probably very low marks in South Kensington; and in the same way, if you go in for the University you have to take quite a different course. The same subject is taught in different ways according to the different examinations that you have to prepare for.

4084. Your school has been a successful school in competing for results fees and honours?—Is that in the form of a question?

4085. I want simply to draw attention to the fact that, according to the records, your school is one of the successful schools, and in your school, evidently, the discipline of the students is much more attended to than merely cramming for examinations?—Decidedly. If I wanted to prepare a boy for one of our Royal University examinations I could prepare him in two months; but, if I wanted to teach him, I could teach him for the whole year and he would know much less, from the point of view of the examination.

4086. You have pointed out that our system limits the freedom of a teacher in taking up matters that may arise in teaching a class that are not directly in the course. I think you said the boys would interrupt the teacher, and say that such a thing was not in the prescribed course?—I did not mean such insubordination as that; I mean they will close their mental ears and let the man talk. They would not be rude enough to go beyond that.

4087. When I was at school just the opposite took place occasionally. Sometimes an adroitly-put question set the teacher off, to the great relief of the class?—Yes; but what does that prove?

4088. Simply that I think a system that keeps the work of the class to the exact subject before the class is not of evil tendency?—But it is, I should say, in this way—that what you have to teach, if you are to prepare for the examinations, is taught in a bad way. You cannot go over the fundamental things again and again, and again. You cannot get them to puzzle out each thing for themselves. Why, according to educationists, the first thing is make a boy think, reason, use his own brains. As Latham says, nineteen-twentieths of the advantage of education to a boy is to get him the use of his brains.

4089. And yet your school, in which the opposite method is adopted, is a successful one?—Which is the opposite method?

4090. Teaching a boy, training him, developing his faculties with special attention, also, to preparation for examination at the close of the school year. Adopting the opposite method, your school is a successful one?—I did not at at all mean to say that it would be impossible to do one and to do the other. I did not say that, but I say that the tendency of the system very decidedly is in that direction.

4091. And its tendency has been thwarted in your schools successfully?—Decidedly. Persons that I have seen afterwards, who had not the smallest chance of getting a good place at the Intermediate, came out afterwards, won their positions in life, and went into the professions, whether the legal or medical or any other, and won their places.

4092. Dr Barkley.—I wish to have a clear idea as to how far the evils you have described as resulting from the Intermediate examination system affect all schools. Do the good schools suffer from them to a considerable extent, or do they apply rather to the worse equipped and worse conducted schools?—I should say especially to these, but I should also say that if you have teachers coming in, and their results depending on how they get on in the examination, they cannot afford to go and teach in the best way. You say it would be best for me to teach a subject in such and such a way. Yes, but then the boys would not pass, and the head master of the school will come down and ask me, "What about your teaching?—the boys did not pass."

4093. That is one of the points I wish to come to. You speak of the system driving teachers and pupils to select a bad course of study, and you say the boys' education is sacrificed in order to secure higher marks. Does that apply to good schools?—I should say it applies to all schools to a certain extent—not so much, of course, if schools will say, "No, on no account will that be done." They can fight desperately against it, but, at the same time, if you have to employ an extern master, and say, "Teach on those lines," what can he do? It is all very well to expect him to teach in that way, but you go to him afterwards and say, "The boys did not succeed in the examination," and tell him to retire.

4094. You say that that applies even to the best schools?—Yes, and to the best teachers. I gave you in my evidence here an example of a very good man who was a first-rate teacher of natural science, and he simply said that he dared not go into the Physic Hall, because, if he did, at the end of the year he would be told "Your boys did not succeed; you had better clear out."

4094A. As regards the neglect of pronunciation and the use of translations and other evils of that sort, do those evils extend to the good schools?—You mean the use of translations? I think so. Boys will get them in whether you like it or not. You can tell them, "Don't do it," and all that sort of thing, but they want to pass the examination and they get them somehow or other. You tell them to take up the words and puzzle it out by themselves—that that will be a great deal better; but they cannot see it. All they are asked by the Commissioners is to translate the passage; they find that in any examination the examiner gives the highest marks for translation to the boy who has got these passages off by heart, and of course the tendency will be to get them off by heart. I have seen persons, and absolutely that was so ingrained in them, that you could not get them to do anything else.

4095. So far as these evils exist they apply to some extent to the good schools, but I presume they apply to a much greater extent to the inferior schools?—Decidedly.

4096. Do you think the good schools suffer at examinations in consequence of that?—I do.

4097. Yet we find that most of the good schools get fairly good results in the examinations?—But I do not judge a school by results at all. I think one gentleman, the Rev. W. H. Girdlestone, who gave the lectures to teachers, said, "If I were to choose a school for my son, and the headmaster began to tell me about the prizes and exhibitions the school had got, I would say to him, 'That is not what I want at all.' I would have the good sense to know that all my geese were not swans, and I would ask him, 'What about the dull boys—how are they taught,?'—That was his idea and that would be my idea also.

4098. What do you mean by the dull boys; do you mean boys absolutely incompetent to pass the examination at all, or do you mean boys who with good teaching might be expected to pass?—I mean the fair average boys.

4099. Will fair average boys not pass our examinations if you leave out some of the highest?—No.

4100. The Junior and Preparatory Grades?—I think some one said in giving evidence here that only one-sixth of his school was able to go in for it.

4101. In which school was that?—I do not know; some person I think said that the other day in the evidence.

4102. That was a very different case; that was a case of a ladies' school, where a large number of the pupils did not go in because their parents objected to their going in?—Of course you must know the social position of the schools. To my mind—and I have often maintained it—the middle class in Ireland are decidedly the worst educated. The artisan has every reason for sending his child to school; he has a poor home; he is away from home all day; and perhaps his wife is working too. What have they got to keep the boy at home for?—The schoolmaster asks to have him sent to school, and every other person concerned about him, says, he ought to go to school. A country gentleman would tell his adviser to mind his own business, and, if the mother likes she keeps the boy at home till he is 12 or 13, riding and driving about the country, and he comes to school at 12, 13, or 14 years of age, and does not know as much as a boy in an ordinary school would know at 9, what have you to do for him except the best you can? You have to bring him down and recommence his education.

4103. But if only half the boys receiving education present themselves for examination, there are also boys preparing for the examination not of this year, but of subsequent years?—These would not come under that head. The difficulty of passing has increased enormously since the passing of this Act. The first year it was very easy to pass; there were only two subjects; now it has been run up to four or something like that.

4104. Mr. Justice MADDEN.—The difficulty in each subject, or generally?—The difficulty of the conditions for pass.

4105. Dr. BARKLEY.—You spoke of English composition being given up because it would not pay. Is that your experience in your own schools?—No, I would not allow such a thing. We always devote a certain amount of time every week to it; but I have seen persons who could not write an English sentence, and who nevertheless got exhibitions—persons who could not write a single idea that had sense in it.

4106. I suppose that means they did well as classical scholars, though they might have done poorly in English?—No; they had no education of any sort—they had only good memories. Some of them told me they thought it would be an extravagance if they read any book whatsoever that was not in the course.

4107. From that rule you quoted you will have seen that no boy can pass under the present rule unless he attempts, at least, English composition; so that one would think it was really advantageous to the schools to teach English composition as far as possible?—It would not pay.

4108. One-fourth of the marks in English are assigned to English composition—300 out of 1,200?—He knows what sort of result he would get for the composition.

4109. Surely a boy well taught in English composition ought to add materially to his marks in English?—He thinks it would be better for him to take something else, and the vast majority of the teachers think that the most difficult subject of all to teach is composition. They will get up a twopenny history, and get that off by heart, and by that means beat a boy who knows ever so much more.

4110. But if a boy is not able to attempt English composition he will fail necessarily?—Oh, of course, but from the mere fact that he can speak English he will be able to attempt something or other.

4111. There was another point; at page 35 you say that the teaching of deductions in Euclid is useless for the Intermediate, and that the same remark applies to translation at sight from Latin and Greek. Is not much more than this to be expected from well-taught boys?—I meant that of course for the average pupils, not for the exhibitioners.

4112. But with regard to the first statement you say not five boys in one hundred could do a single deduction such as those given at the examinations if they had not seen them before. This would be a smaller proportion of the total than the exhibitioners represent?—My point is this—I am quoting authorities again, though I believe that is against your rules—Todhunter said, I think, with reference to Euclid, that not five boys in one hundred could do deductions. With regard to the teaching, I have asked some mathematical teachers, and they simply think that the cuts that are given at the examinations are so difficult that no

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ordinary boy could attempt them unless they had seen them previously.

4113. You refer to the deductions actually given in the papers, and not to inability to do anything in the nature of a deduction at all?—But if a boy cannot do anything of what is given on the papers, then the only thing for the teacher to do is to give these cuts. That is what I call cram. Cram, according to my idea, is that you do not let the boy do the work himself but you do it for him.

4114. That simply means that the papers are too difficult?—Decidedly; there ought to be questions which would induce the boy to study ordinary easy deductions and do them for himself. There is no such thing as that now.

4115. Our programme provides that the translation at sight should be of passages similar in character to the prescribed books. Why then is it not to be expected that an average boy will be able to attempt a translation at sight?—For very many reasons. He may be able to prepare a passage with the aid of a dictionary, and if he is tried with an unseen passage it is Hebrew to him. If he were taught properly to look out for the verb and nominative, and to do all those things—if he were taught to work for himself—he certainly would be able to do the unseen passage. I remember a case in which I had a little teaching of Latin in that way: I never taught them a single word of translation at sight, but the examiner remarked that the boys were very much improved in translation at sight.

4116. As regards inspection, part of your proposals is that the schoolmaster should submit to it as little as he pleases, and that pecuniary inducements should be offered to him to submit to more of it?—Certainly. The first point, of course, would be obligatory; namely, the examination. That is essential.

4117. The first point is sanitary inspection?—I mean that in order to give public money at all you should see that the work is done; you should see just as much as you do at present. That would be by having an inspector go down and examine the schools He would go down and, as regards Latin for instance, he would say: "What have you done?" "The first book of Virgil," might be the reply. "Well," he would say, "will you examine that boy or that boy, and take such a passage or such another passage; I would like to hear him examined in that." I have heard some of these inspectors in Scotch schools, and have seen what they have done. If they had to examine sixty boys, they would not examine them individually. They would examine the class as a whole. If they wanted to know what the boys could do in reading, they said, "You read"—"You read"—"You read"—selecting any boys they chose; and our examination in French, for instance, could be done in the same way. The inspector, could see whether ten boys in a class of thirty, say, could read French.

4118. I thought part of your proposal was that the teacher should be at liberty to dispense with inspection of that kind, and to content himself with examination of the sanitary appliances, and things like that?—No, by no means; my idea is that the inspector should go down, see the boys, and see that in the work they had been doing they had been taught up to a high standard. In this way I think we would secure all the benefits of the present examination; the only thing would be that the evils attending it would be stopped.

4119. Then at page 38 you make a proposal as to dealing with the money saved by doing away with examinations under the age of 18. Of course a great deal of that money would necessarily go to pay for the inspectors?—That is the point I have taken there.

4120. I thought your proposal was that that money should be handed over to the schools in order that they might distribute it to the prizemen and exhibitioners?—The idea I had was this—it is a little bit complicated perhaps, but it was to this effect—that the money should go to the schools, and that if I carried on a properly conducted school, I, knowing my own business, would see that the money was properly applied. If the inspector gave me a sum of money, and said, "A certain amount of that must go in prizes and exhibitions," that money would be distributed accordingly, and the inspector would come down to see if I had done that. Everything would be done just as it is at present, excepting that it would be done on different lines.

4121. From the answers that you have given us, I can hardly see how the Intermediate examinations have conferred any of the benefits that you specify at the beginning of your paper. One is that they suggested a good course. But if the teachers are driven to select a bad course, surely the Intermediate can hardly claim the credit of having suggested a good one?—I am speaking of the past especially, but I do say this—in mathematics, for instance, they gave a high standard.

4122. Is it not a complaint that the standard in mathematics was somewhat too high?—Yes, and the consequence was that it did raise the standard we had very considerably. In the old times our idea of mathematics was to train the boy; we did not want him to be a mathematician, and, consequently, a great deal of it was reasoning and thinking, and it was not exercises and things of that sort.

4123. But surely the Intermediate can hardly claim credit for having suggested a good course if the teachers have been driven to select a bad course?—I should say it could to a very considerable extent. For instance, we had no idea of the same standard of pass for trigonometry or for algebra in the Senior Grade, and that made us work up to a very considerable standard.

4124. Most Rev. Dr. WALSH.—You have told us that you have had a good deal of experience in the management of Intermediate school work in Ireland?—A great deal, my lord.

4125. And the greater portion of that experience, if not the whole of it, has been gained through your work in your very flourishing school at Castleknock?—Yes, the whole of the Intermediate work.

4126. Castleknock, as we have heard, has worked in connection with the Intermediate system?—Yes, since the beginning.

4127. And appears in a very prominent place in the list of the results fees that are given to the different schools through the country?—Very fairly.

4128. Well, I should say very prominent. A gentleman here was overheard yesterday making a remark; hearing your denunciation of the system of results fees, he said: "Plainly that clergyman comes from a school that never got any results fees from the examinations." That is manifestly not the case in Castleknock?—By no means.

4129. You have done your best in the interests of the boys entrusted to your care, notwithstanding what you regard as the serious obstacles put in your way by the Intermediate system?—Yes.

4130. Do you consider you have succeeded fully in thwarting the evil tendencies of our system. Observe the word "fully"?—No; we could not do so, I think.

4131. Do you not think that if you had proceeded to work the system, looking solely to the success of the school as tested by the system, you would have been even more successful than you have been in gaining results fees for your school and distinctions for your students?—Very much more so.

4132. But you deliberately took the course that might possibly, I do not like to say injure you, but that might lead certain people to suppose that the school was not as good as it is, rather than sacrifice the interests of the students who were entrusted to your care—what you believe to be their interests?—Certainly.

4133. Your conviction in reference to this Intermediate system, as we have it, is that it is a radically unsound system?—Radically unsound.

4134. Radically unsound in so far as it prescribes a common written examination as a means of testing the general educational work of the country, and makes the grants to the schools dependent solely upon the results of that examination?—Quite so.

4135. You do not object to examination?—No.

4136. You do not object to it as a means of testing the work of the school?—Well, perhaps I should make a distinction.

4137. But, first, my question is a general one. You have not any absolute objection to examination as a means of testing the work of the school?—No.

4138. Do you think it is possible by any process of amendment, based upon our present system as we have it, to make the system a really good one from an educational point of view?—I feel absolutely certain that it is impossible.

4139. We have been discussing here various proposals or suggestions with a view to the amending the system in some respects: I take it you consider that the system can be made less objectionable than it is by amendments?—Certainly.

4140. And that in fact it can be made decidedly less objectionable by amendments?—Certainly.

4141. But would you like to make yourself responsible for the amended system if it were still to be based upon the making of payments on the results of individual examinations?—I should wish to be the last in the country to have any hand, act, or part in that.

4142. At the same time, I take it, you would be willing to help, so far as you could, in diminishing the evil, it being clearly understood that you were not responsible for the amended system?—Certainly.

4143. There are one or two points of detail I wish to ask you about here before coming to the matter of principle. We had some questions this morning about English composition. It is your opinion that our present system does not secure a thorough training in the very important subject of English composition?—It does not.

4144. I think you said that composition in other languages is provided for, whereas composition in English is not?—To a certain extent, as I have read the rule, and as I know others have read the rule (perhaps from the light they have received from some of the examiners):—in this way,—that if this rule of 20 per cent. were allowed to stand, hundreds and hundreds of candidates would be rejected who otherwise had written good papers.

4145. That is not my point; I am going a great deal deeper than the rule. I am putting this to you as an abstract educational matter. What do you mean by Latin composition?—Translating English into respectable Latin.

4146. What do you mean by Greek composition?—The same.

4147. What do you mean by French composition?—The same.

4148. What do you mean by English composition?—Expressing your ideas.

4149. And not translation from another language into English?—No.

4150. Are not those two things totally and essentially different?—They are.

4151. I put this question because I think it is an interesting one from the educational point of view. People use that word "composition" as if it meant the same thing in the two cases; but is there not this great difference—that when we put a boy to write a piece of Latin, what we call composition—that is the common name for it,—we supply him with all the ideas necessary for him to express in the Latin language, but when we put him to write a piece of English composition we do not supply him with the ideas to be expressed?—Certainly.

4152 It is not quite possible that under this method of testing English composition a boy fails, not from any want of power of expression, or command of the English language, but because he has no ideas to express upon the particular subject put to him?—Possibly; but I should say that was rather a rare case.

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4153. We hear a good deal about poverty of ideas, is that an element that comes in at all in the case of Latin composition?—Not at all.

4154. We supply the boy in that case with all the ideas?—Certainly.

4155. There was some question about the rule as to English composition, but that is a matter of detail, and you have fully expressed your views about it. I am putting this to you—that if there was any means of testing the boy's knowledge of English by making sure first that he had ideas to express (what you want to test being his power of giving expression to those ideas in decent English), would not that be a fair test of English composition?—It would be a fair test of one portion of English composition.

4156. What portion?—The power of expressing ideas in English.

4157. I understand by English composition such a command over the English language as would enable a boy or girl to express, in decent English, what has to be expressed?—In that definition of the term "composition" I fully agree with what you have said.

4158. Of course if we were looking to see whether they were likely to be poets or leading lights in the literary world, it would be a different thing?—Or even if they had any imagination at all.

4159. But is it not a most important thing to secure that a boy is able to express, in decent English, a thing about which we know he has something to express?—Certainly. I should be inclined to remark that sometimes they express not only the ideas, but absolutely the words of others, and their composition, therefore, appears very much better than it would otherwise.

4160. Coming back to the general question, your ideas, especially as you express them, seem rather revolutionary. At all events they seem to indicate a total departure from anything we have in this country at the present time. Is not that so?—I am afraid so.

4161. I do not know that it is a thing to be afraid of. We are here to sift this case down to the very bottom, to find out every possible objection that can be made to the system, in principle as well as in detail, and to get every possible suggestion towards the mending of it, or the ending of it, if that be the desirable course to take. With regard to the system of payment by results, that underlies the whole system?—Yes.

4162. You consider that it is a vicious principle?—I do, as administered.

4163. And do you think it possible to administer a system of payment by results on the basis of individual examination without falling into evil ways?—Well, some evil ways; but I imagine that if every boy in a school could be examined in each individual subject, that would be all right. But that cannot be done.

4164. You are aware that in England, where this principle of payment by results was taken up as a magnificent educational principle a number of years ago, and whence it spread to this country and to Scotland, the system is now discredited and given up?—In every department.

4165. Well, the principal cases we have before us are the cases of the primary department both in England and in Scotland?—Yes.

4166. Now with reference to some questions that may arise about the effect of reform as possibly involving State interference and State control, I should like to ask this question. Already a complete revolution has been worked out in the primary system of England, passing from a system of results examination, such as we still have in the primary schools in this country, to a system of absolute free-

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dom, in which the State grant is given on the basis of inspection and capitation combined: is not that so?—Yes.

4167. Has there been any change in the management of the schools in connection with that. I am speaking now of the voluntary schools?—None, so far as I have known.

4168. You know a good deal about Scotland, I daresay, from the connection of some members of your community with Scotch schools. Has not the same revolution in the system been worked out in Scotland?—Yes.

4169. Has it there involved even a tendency to a change of management?—None, I think.

4170. Both in England and in Scotland the authorities are satisfied if they conduct an efficient inspection of the schools, with such examination as may be necessary, without thinking of changing the management?—Certainly.

4171. That may not be the French system or the German system, but it is the system under British rule—if I may so call it—to leave things more to local effort?—Yes.

4172. We have spoken of the primary departments in both England and Scotland. Now take the secondary. I know from your evidence that you have read very carefully the report of the Secondary Education Commission of England—the Commission of 1895?—Yes.

4173. That Commission dealt with the whole question of secondary education in England?—It did.

4174. It dealt specially with the work of the Science and Art Department?—Yes.

4175. I find it stated very distinctly in the report, at page 98, as to the work of the Science and Art Department in the English schools, that "the sort of instruction the Department aided was described by the Secretary as 'distinctly secondary instruction.'" There was one limitation, the drawing in elementary schools, but with that exception, the work of the Department was of a secondary character?—Yes.

4176. As that system was worked in England some time ago, it was worked on the principle of results fees?—It was.

4177. In fact I believe the Science and Art Department has the credit, or the discredit, of having introduced this system of results fees into England?—So I understand.

4178. But I believe that system has now been changed by the Science and Art Department?—Very considerably; there is inspection to a very large extent.

4179. And as far as possible they have done away with the system of a results examination. I find also this statement—and it may be well to ask you what you have to say about it. The English Secondary Education Commission says that two principal effects have been generally ascribed to the working of the Science and Art Department; the first is that its work was confined to scientific subjects, with the result that literature was neglected?—Yes, with excessively bad results.

4180. Secondly, "the method of payment on results of written examination has too often led to 'cramming.' In short, the training given has been one-sided, and even in respect to the favoured subjects, has had only a limited educational value"?—Very limited.

4181. Then the statement goes on:—"The Department itself has for some time past been fully alive to these defects and desirous of remedying them." As a matter of fact they have since been remedied, and, I believe, we shall have evidence about what has occurred as to this in our own country. Now, passing from that special department of the Science and Art work to the general work of the secondary schools of England, you are aware that a number of recommendations were made to the Commission by persons interested in the progress of education in England?—Yes; I have read them all.

4182. These were not recommendations of schoolmasters only?—No.

4183. They came from the universities and from persons of high authority in the educational world?—Yes.

4184. Having read all these, do you consider that the view you have put forward before us is in any substantial respect different from the view put forward by all these eminent educational authorities in England?—I might say it is absolutely identical.

4185. Let me take this statement of the Commission, as to the system that is desirable:—"It should not be so complete as to take the lead out of the hands of the teacher with reference to particulars of curriculum and methods of teaching. This was an essential condition in the minds of most of our witnesses." Now do you not think the Intermediate system as we have it is calculated to take the lead out of the hands of the teacher with reference to the particulars of the curriculum?—Decidedly.

4186. Our system may be described as a system based upon a code?—Yes.

4187. But the English Commission says, "No one advocated anything like a code." The schoolmaster with us here in Ireland has but little liberty in reference to the subjects of instruction?—Scarcely any.

4188. The Commission in England says that the idea of inspection was in the minds of many. They quote this with approval:—"The first thing to secure is that there should be a public guarantee of efficiency." You do not object to that?—Not in the smallest degree.

4189. "The second is that there should be the largest possible freedom to teachers with regard to methods and plans." You do not object to that?—Not at all.

4190. "And to governing bodies with regard to the management." I take it you assent to all that?—Yes.

4191. They go on now to speak of the inspection and examination of schools in detail, and we have several forms of inspection distinguished. It is unnecessary to go into these; we have kept you so long that I wish now to confine you to the broad outlines of the case. One is an inspection of a rather general character, but still educational, and the Commission state that the "witnesses appeared to be, for the most part, agreed that all public schools should be open to the periodical inspection of some public authority," at least in a limited sense, which they describe, that is that it should "include inspection of the school equipment and the teacher's qualifications, with such general observations of the time-table and the teaching as naturally form part of the visit of an intelligent observer?"—Yes.

4192. I do not say now that they do not go further, but they require this as what lawyers call a condition precedent, that is, they would first of all ascertain in this way that the school is doing its work as a part of the school supply of the country?—Yes.

4193. They considered that this would enable them to determine whether the work was being efficiently done. Do you agree in that?—I do.

4194. So far they are only dealing with inspection in so far as it might be a means of ascertaining whether the school was really doing educational work, doing it efficiently. Then they go on to say it would be necessary to add to this, one of two things. One of these is a system of examination, the other is a system of inspection. It does not seem necessary to add both. I take it that you consider it absolutely essential that to that general preliminary educational inspection something more should be added?—I think so.

4195. Now, let me call your attention to the two things that they contemplate. One is a periodical examination by some recognised authority, reporting the result, and the Commission says that if to the general preliminary inspection is added a periodical examination by a recognised authority

reporting the result, this test of the efficiency of the school ought to suffice. Do you agree with that?—Certainly.

4196. But in what way should the test be supplied by this examination—would it be an examination like the examinations of the Intermediate Board?—No.

4197. Here is what the English Commission reported—that it should be a test, leaving the teacher free as regards choice of methods and order of studies in so far as the examination is not conducted according to a code, but follows the lines of the individual schools?—Certainly.

4198. That is the very opposite of what we have under the present Intermediate system?—Absolutely.

4199. So that your evidence is to be taken, as I understand, not at all as excluding examination as the test of the work of a school, provided the examination be of a totally different character from that of the Intermediate Board?—Yes.

4200. Then they go on: "This result is secured by allowing the head master to supply the syllabus on which the examination is held." That is not allowed here in Ireland under the present system?—No.

4201. You do not think it would be desirable to leave head masters absolute freedom to supply any sort of syllabus they chose?—No, not unless they were capable of doing it, and had proved to the Board that they were capable, and the Board said, "We adopt that; that is a first-rate programme."

4202. So the examination should be upon a syllabus emanating from the school, but approved by the Intermediate Board?—Certainly.

4203. We have now dealt with one of the alternative plans. Now here is the other, which would get rid of examination, I may say, altogether—that there should be an educational inspection well carried out, supervising the teacher at his work, the inspector being a person understanding how to do the work at least as well as the teacher does. That would require much higher qualification for the inspector than the sort of inspection which I described as the fundamental one?—Such as could not be attained for a really first-class teacher.

4204. So that, taking the thing all round in the schools, you think we should have a much better system if we combined with the fundamental general inspection a system of examination to test the work of the schools?—Yes. I should say first, not a written examination—I mean a general public examination, such as we have at present—and that the examination would be on subjects selected by the teacher of the school.

4205. Always subject to the controlling educational authority of the Board?—Yes.

4206. Now passing on from that to another point. Later in the report of the English Commission on Secondary Education, I find this, and I should wish to know whether it expresses your view as far as your experience enables you to form an opinion. This is at page 191:—"Educational progress generally comes in the first instance through the originality and experiments of individual teachers." You agree in that, I suppose?—Yes.

4207. "It is worthy of notice that much that is best in our public secondary schools" (that is the English), "is due to the fact that, in matters affecting curriculum and the choice of educational methods, almost absolute freedom has traditionally been left to experienced teachers?"—Yes.

4208. I believe that this is one of the things that have made the great schools of England what they are at the present time?—Certainly.

4209. And that is a totally different system from the system that has been forced upon us, and that is still forced upon us in Ireland, by Act of Parliament?—Yes; schools such as Rugby, Eton, and Harrow, and other great schools would not allow of our system.

4210. The report goes on to mention that many of the modern educational methods were first introduced into England by private effort, and the kindergarten method is given as an instance. That would be quite impossible under a system controlled by a code, or detailed programme?—Yes.

4211. And therefore quite impossible under a system like that of the Irish Intermediate Education Act; is not that so?—Yes.

4212. I am coming to a possibly still higher authority later on. You are aware that under the auspices of the universities of Oxford and Cambridge there is a system of school examination, and a system also of school inspection, in operation in England?—Yes.

4213. And that it is working to the general satisfaction of all who have to do with it?—Yes.

4214. It is not a compulsory system?—No.

4215. It is perfectly open to any school to adopt it or not as the school thinks fit?—Yes.

4216. Is there any great money temptation in the way of schools to induce them to adopt it?—No. The Governors or the Board may, I suppose, wish it as a test of efficiency, or the Girls' Public School Company to get their dividend.

4217. That system is based upon examination as a means of testing the work of the school—both the Oxford and the Cambridge system?—Yes.

4218. I believe one point to which special importance is attached in both these systems is that persons having great experience of school teaching should be placed upon the Board of Examiners?—Yes.

4219. I have here this statement from the Oxford delegates in their evidence quoted by the English Commission—that the delegates have always deemed it a matter of vital importance to secure the services of graduates who have had experience of school teaching, and not merely of the training of undergraduates?—That is most important.

4220. Do you think sufficient importance is attached to this in our Irish system of examination?—I am sure it is not.

4221. Do you not see the difficulty in our way; under our competitive system we could hardly employ persons who were teachers in particular schools to act as examiners?—No; I see that difficulty.

4222. And therefore we are obliged to fall back to a large extent upon the no doubt higher qualifications of university professors and fellows?—Yes.

4223. But no matter what their qualifications may be in their own department, you think they do not fully supply the needs of an examining board such as ours?—As that report says, they are wanting in most essential particulars.

4224. The Cambridge authorities call attention to a very important point—that a number of their examiners are persons who are in direct and continuous contact with school work by means of the personal inspection of individual schools, which they undertake on behalf of the syndicate. Would you not see, in addition to the other reasons you have given us, a further advantage if we had a system of inspection introduced—that it would supply us with a body of examiners having considerable practical experience of the work of secondary schools?—Yes.

4225. Without being identified in interest with the success of any of them?—Yes.

4226. I believe that even in England many people consider that this principle is not acted upon to the full extent: Professor Sidgwick considers that it is more by accident than anything else that persons are actually appointed who have taught in schools?—That is one of the great complaints.

4227. It is recognised as a drawback?—It is.

4228. And the plan of appointing as examiners persons engaged in the inspection of schools is relied upon as one means of diminishing the drawback?—Yes.

4229. Now as to our written examination. You are aware that the circumstances under which the Intermediate Education Act introduced the system of examination were very different from the circumstances now existing in the country. Up to that, there had

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been no public efficient test of the work of any school?—Yes.

4230. Let me call your attention to this point about written examination. The report of the Secondary Education Commission quotes this: (*Reading*)—"That the method of the simultaneous written examination was introduced as a cheap and convenient device which could be readily employed to cure idleness or inefficiency on the part of the teachers, but that it fails to discern or to encourage the best way of teaching." Whatever they may have found it in England, it has not been found a very cheap method of procedure as far as we are concerned?—Clearly not.

4231. If our system of examination were modified, a great deal of the money required for other purposes, such as inspection, could be saved out of the money which is at present expended in examinations?—Decidedly.

4232. You are not an examiner yourself?—I am in the unfortunate position of being a teacher.

4233. I should like to test your disinterestedness by putting the question if it were the other way. Then the Commission reports that (*reading*)—"the Oxford and Cambridge examining authorities availed themselves of the only method which it was really practicable for them to propose in view of the circumstances of the time." Perhaps you would go so far as to allow that much credit to the Intermediate Education Board?—There was nothing else open to them.

4234. Would you admit this also in favour of the Board (*reading*)—"Had the universities insisted on the more expensive system of inspection, their useful labours would have been confined within far narrower limits than has happily been the case"?—Decidedly.

4235. The fact that they proceeded upon the lines of examination enabled them to extend their influence?—Yes.

4236. And the same is true of Ireland?—Yes.

4237. (*Reading*)—"There can be no doubt therefore that they were well advised to adopt the system of simultaneous examination papers at the outset, and throughout the earlier stages of their work." That is so here, as well as there?—Yes.

4238. Do you agree with this (*reading*)—"It is a real merit of the system that within certain limits it secures an independent test and attestation of efficiency"?—Yes, but I have a great deal to say against it.

4239. The report goes on to say that it is open to grave objections, and you agree that it is?—Decidedly.

4240. Professor Henry Sidgwick says—and you will observe that I am not quoting him merely as an individual, but because his evidence was considered worthy of being quoted by this important Commission in England—(*reading*): "A drawback inherent in any system of external examination lies in its tendency to hamper a good teacher in his choice of educational methods and instruments." You agree with that?—I am quite in agreement with that.

4241. (*Reading*)—"And to encourage the use of methods which, though well adapted to secure success in examinations, are not so well adapted for the communication of solid knowledge"?—That is my own experience.

4242. And not so well adapted for the development of the intellectual faculty?—Decidedly.

4243. Which you regard as the real object of all education?—I think everything else is almost useless.

4244. Are you aware that, side by side with this system of written examination held by the Cambridge Syndicate, the Syndicate has also established an alternative system of inspection?—I am quite aware of that.

4245. Do you find in this anything like a solution of our difficulty? (*Reading*)—"The method of the Cambridge Syndicate is to appoint an examiner or examiners to conduct an inspection or examination according to a schedule drawn up by the school authorities showing the work prepared by the school"?—Yes.

4246. That is your view?—I should further suggest that a great deal of the examination, as in Germany, would be in the hands of the teacher.

4247. We are speaking now simply of the programme?—I agree with that.

4248. "The Syndicate are anxious not to interfere unduly with the freedom of each school to develop its work according to its own ideal, and therefore the utmost freedom is allowed in the preparation of the schedules"?—That would be my view.

4249. All this is quite the opposite to anything we have in this country?—Yes.

4250. Then we have this as to the work directed by the authorities at Oxford:—"In most of the schools inspected by them the upper forms are examined on the papers of the local examinations paper, with or without a few other papers specially set." We have no papers specially set in Ireland?—No.

4251. "Lower forms may be examined either (1) by means of easier papers specially set and looked over by the examiner appointed by the delegacy." That is pretty much our system?—Yes.

4252. "Or (2) by means of papers marked by the teachers, and submitted to the examiner of the delegacy who inspects and reports on them; or (3) *viva voce*." That second and third would fall in with your view?—I would have a still greater check.

4253. You would require the work to be done by an inspector from the Intermediate Education Board?—Yes, and that the examination would be such as could test the value of the teaching.

4254. There is only one other point, and that is as to the actual recommendation which is given by the Commission itself. Up to this we have been dealing with the remarks made by the Commission on the evidence of witnesses before them. The Commission says in its final recommendation:—"It would be difficult and undesirable, if not impracticable, having regard to the existence of so many efficient and suitable agencies for examination, and of the various needs of the different classes of schools for a central authority to conduct or prescribe in detail any uniform system either of periodical examinations of schools to be conducted from year to year, or of 'leaving' examinations of scholars analogous to the *abiturienten examen* of Germany." Do you agree with this important Commission on Secondary Education in England that it is undesirable for any central authority to conduct or prescribe a uniform system of examination?—Decidedly.

4255. If not impracticable?—Yes.

4256. One could hardly say that it is impracticable because it has been done in this country for the last twenty years?—I think it means with good effect.

4257. Then here is the central recommendation of the Commissioners, and this brings the whole thing to a point:—"We recommend, therefore, that the Central Office, assisted by the Educational Council, should from time to time frame general regulations as to the times, character, and necessary conditions as the examinations to be held at the schools of different grades, and as to the examining bodies, which, in addition to those instituted by the universities, should be recognised as competent or suitable to conduct the examination of such schools." England is a large country. I suppose one examining body would do in this country, though it would not do there?—Yes.

4258. The Intermediate Education Board would deal with the examinations?—Yes.

4259. "Subject to these general regulations, which should be of a wide and elastic character." You also would insist upon that?—Yes.

4260. And regulations not necessarily the same for all schools?—Certainly not

4261. "The local governing body of each school should have a free hand to choose the particular examining body." It would not be necessary to give that liberty in Ireland?—No.

4262. The case does not arise, in Ireland, as we have the general central machinery of the Intermediate Education Board?—No.

4263. "And to direct the course of the particular examination"?—Yes.

4264. This expresses the sum and substance of your general view?—Yes. I thought the special reports on educational subjects, which were only published last month, might interest you in regard to some of these problems. I don't know whether they have come under the notice of this Commission.

4265. CHAIRMAN.—What do you refer to particularly?—Mr. Sadler's report.

CHAIRMAN.—Oh, yes, we have that.

4266. Rev. Dr. TODD MARTIN.—Does the English Commission propose payment to teachers who submit to inspection?—No.

The Witness then withdrew.

Rev. J. H. BERNARD, D.D., Fellow of Trinity College, Dublin, examined.

4267. CHAIRMAN.—You are a Fellow of Trinity College?—I am, my lord.

4268. And from 1876 to 1879 you were Assistant Master at Rathmines School?—Yes.

4269. From 1881 you were a Fellow of Trinity College?—From 1884.

4270. You are Archbishop King's Lecturer in Divinity?—Yes.

4271. And Vice-Warden of Alexandra College?—Yes.

4272. And Commissioner, as I know, of National Education?—Yes.

4273. You also have been an Examiner under our Board for some years?—Yes, and under the Civil Service Commission.

4274. You have been good enough to send us in a paper in answer to the queries that we sent to you, and I observe by your answers that you say, "In my judgment the endowment actually provided has been, on the whole, a benefit to education"?—I think so.

4275. Did you state the nature of the benefit that it has been?—First of all the system as instituted supplied an independent standard of secondary education for the country which was badly wanted at the time. Secondly, an endowment in any form to the struggling schools in Ireland twenty years ago would have been a great benefit.

4276. You proceeded to say: "That there are grave defects in the system is, in my opinion, also true; but in judging of these defects it is important to distinguish those which are inseparable from all systems of competitive examinations from those which are peculiar to the Irish Intermediate system." I quite agree with the necessity of distinguishing between those two classes of defects. Would you have the goodness to tell us in the first instance what, in your opinion, are the defects which are necessarily inseparable from all systems of competitive examination?—It is not by any means certain that you can pick out the best boy or man by competitive examination; and the results of it are very often misleading. Then, again, pupils who are prepared habitually for competitive examinations are apt to be taught in rather a mechanical fashion, and sufficient scope is not left to the initiative of the head master.

4277. If you were considering a model system of State endowment, I suppose you would consider it very important to leave the head master as free as possible consistently with the State being satisfied that there was efficient teaching?—Certainly; I do not think you can get first-rate teaching if the head master is not left free. But there is a good deal to be said on the other side.

4278. We will come to that afterwards. You are doubtless acquainted with the history of secondary education in England. You know that some of the great schools in England were really created by the individuality of the head master?—Yes.

4279. And I believe we have had some examples of that even in Ireland, and of schools that have declined very much when a particular head master left, and that revived when another head master was appointed?—Certainly.

4280. Now, this examination necessarily must be conducted in writing. I mean as far as the competitive part of it is concerned. It would be impossible to examine *viva voce* the 9,000 students who come up for examination?—I should suppose quite impossible.

4281. I suppose that you recognise that as a very serious defect in the system?—I do. I don't think that any examination can be regarded as complete if it does not include oral examination as well as examination by paper.

4282. In some subjects that would be specially necessary. For instance, to test the pronunciation in modern languages, to test the prosody and pronunciation in the classical languages, to observe the methods of actual working in natural philosophy and chemistry, and matters of that description?—Yes. My scientific acquaintances inform me that it is quite impossible to teach natural philosophy without accustoming the pupil to the work of the laboratory, and that cannot be tested altogether by a paper examination.

4283. You are aware, Dr. Bernard, that under our system exhibitions are allotted according to the total number of marks the student obtains in the subjects selected by him subject to the restrictions contained in our rules?—Yes.

4284. And therefore any student is at liberty to take as one of his subjects natural philosophy in addition to his other subjects—Yes.

4285. And the necessary result of that is that his obtaining an exhibition, or his losing an exhibition, may happen to depend upon his answering in natural philosophy?—Yes, I suppose so.

4286. And, according to the present system, the knowledge that he may have of natural philosophy may be what we call book knowledge only?—Clearly.

4287. Is not that a very serious defect in any system of giving exhibitions?—But when I said that *viva voce* seemed to be absolutely impossible for the total number of students, I did not assert—I don't know whether it would be possible—that you could not introduce it in the case of students competing for exhibitions who are necessarily a much smaller number.

4288. The law as it stands under the Act is that the students must be examined at a public examination, and that their marks at that public examination only can be taken into consideration in the granting of exhibitions. Of course that public examination might be limited to those who had obtained a certain percentage of marks upon the written examination?—Quite so. What has been suggested, I think, by Lord Justice Fitz-Gibbon and others, comes to this—that while the paper examination should be the sole test provided for the generality of students, those who distinguish themselves in a special manner might be selected, and brought to centres and re-examined *viva voce*.

4289. Do you think that that would be also necessary for a satisfactory distribution of exhibitions in modern languages?—I don't know whether the thing is practicable at all in the first place.

4290. I have great doubts about its practicability. What I want to see is what would be your ideal system of examination, independent of whether we would be able to work it out under the Act?—It would be very much satisfactory if *viva voce* could be provided in nearly all subjects. There are very few subjects in which it can be safely dispensed with.

4291. Some witnesses suggested that it might be dispensed with in one of your special subjects—mathematics; but do you not know that there is a

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remarkable facility on the part of some students to learn propositions in Euclid off by heart?—It might be dispensed with in algebra, trigonometry, and arithmetic. But I don't think it could be dispensed with in Euclid.

4292. There are very few subjects in which it could be dispensed with?—Very few.

4293. Of course this system also has a tendency to tempt the teacher to cram his students with a particular class of knowledge when he is approaching the examination. Is that your experience?—I suppose that is so. Theoretically it looks as if it would be so. I cannot say. It has not been my experience—that it is so to a very large extent.

4294. Does that practically represent all your objections to this system of examination—it is a general system throughout Ireland, and therefore whatever the system is, one system is imposed upon all the schools. Do you consider that an objection?—I think it is a very bad thing for the large schools. The system as instituted twenty years ago did a great deal of good to the smaller schools by providing a general standard. It did a distinct injury to the larger ones by removing freedom of action on the part of the headmasters, and probably that will still continue.

4295. We will come to the advantages that you have found to result from the system?—The first and most obvious advantage, I suppose, is that its strict impartiality has been a great benefit to the country.

4296. I believe that has been undoubted. You have heard no rumour of suspicion against that?—I have never heard a rumour of partiality preferred against the Commissioners.

4297. The next benefit, if you please?—As I said before, an endowment in any form would have been a benefit to the country, and it was extremely important that many schools which were quite unendowed twenty years ago should receive some assistance in order that proper school equipment might be provided, and also that the teachers might be paid better. I think it has raised to some extent the status of the assistant teachers throughout Ireland.

4298. These latter advantages would exist in any of the two systems suggested—either the continuance of the system under the Act or some system of inspection. The matter to be dealt with on the one side would be the admitted impartiality of the system?—Yes.

4299. I see you say "whether we like it or not the competitive system has come to stay." Now, I want to know did you write your paper upon that as an assumption that you were bound to make, or did you consider whether the system might be altered so that the competitive examination should not stay in the Intermediate system?—What I meant by that was that the system of competitive examination has entered so much into the life of the country, both here and in England, that I don't think any reforms instituted by this or any other single Commission would abolish it. Nearly all the appointments in the public service are made as the result of competitive examination. That system has practically taken the place of nomination and patronage.

4300. No doubt of that; and no doubt that system will continue in reference to State appointments. No one would venture, at this time of the day, to suggest any other system. But is it not a very different question whether this system of competition should apply to valuable Government appointments, and whether it should be applied to children and young people between the ages of 13 and 18?—Oh, clearly.

4301. You have referred to England. Are you aware of any system in England in which the payments to teachers are made to depend upon the result of one written examination for all the schools of the country?—My knowledge of the English system is not exhaustive. But I don't know of such a system there.

4302. As far as you know there is no such thing in England?—No such thing in England.

4303. You know a good deal of the primary system of education in England?—A little.

4304. Are you aware that they had the results system?—Yes.

4305. Did you ever consider the birth and growth of that microbe—the results system?—Well, I have heard a great deal about it. But I have not given it a very exhaustive examination.

4306. As far as I have been able to ascertain from this report of the Science and Art Department whose witnesses here denounce us in louder terms than any other class of witnesses they pride themselves upon having been the originators of this system. It has been largely given up by them. Now, as I understand, they make payments upon the results of inspection, but I think they also make some payments upon the results of examination?—So I understand.

4307. So you see that there in its very birthplace it has been wounded to a certain extent?—Yes.

4308. Now if we take its developments. It first extended to primary education in England?—Yes.

4309. And no doubt you are aware that it was found wholly unsatisfactory there and has been wholly abolished in their primary system?—I am aware of that.

4310. From England it extended to Scotland, and in Scotland it has also been abolished. You are aware of that?—Yes.

4311. It is not applied to secondary schools in England?—We were speaking of the primary schools.

4312. Take the secondary schools in England. I know that there are the Oxford and Cambridge Loca Examinations. But they are wholly voluntary. Is not that so?—Certainly.

4313. And no payment to teachers are dependent upon them?—I believe not,

4314. If they have been able to get on so well in England without making the payment of teachers dependent upon the results of the public examinations, why do you think we would not be able to get on in Ireland without the same system if you think it thoroughly unsound?—There are two great difficulties in the way in Ireland that don't exist in England. First of all there are the religious divisions of the country which I am afraid would not—so it has been in the past—have confidence in any system which is not based on public and open competition. And secondly, the schools in England were, twenty years ago, and are still, of a very much better character on the whole than the schools here. They are better equipped, many of them are privately endowed, and the headmasters are able to provide good teaching for the boys, good sanitary accommodation, dormitories, and so forth, without unduly increasing the school fees.

4315. I quite admit the religious difficulty that unfortunately exists in this country. But looking at the matter from a purely educational point of view, and excluding for a moment the religious difficulty, in an educational point of view, would you be of opinion that a system of payments by results on inspection, coupled with the examination of the school, might be as satisfactory as the system of payments upon the results of the examination?—Even under the present conditions I think it would be more satisfactory to combine inspection with examination, than to depend solely upon examination.

4316. I have to ask you a question which is much dealt with in the report of the Secondary Education Commission in England of 1895. They seem to attach immense importance to allowing the headmaster of a school to determine his own programme, subject to the approval of some central authority, and that the examination should be upon that programme and not upon one common programme for all schools in the country—of course, it is only by having the examinations at the schools that that object could be attained?—Yes; I think so.

4317. No doubt the schools in England are better endowed, as a rule, and consequently are better equipped?—I think so; and that actual system you have referred to is the one that is adopted in Ireland in the case of the Erasmus Smith schools, where the inspector inspects the boys at the school and presents his report to the Board.

4318. And in an educational point of view you think that a good system?—Yes.

4319. Now, in reference to your comparison, no doubt, as a general rule, the English schools are better endowed?—Certainly.

4320. And consequently are better equipped?—Yes.

4321. But I don't see how the better equipment of the schools would operate in favour of the system being one of general examination as distinguished from one of examination at the schools, on their own programme?—No; I do not mean to convey that, but to suggest that it is often impossible for an unendowed school to provide proper equipment and buildings, and therefore any system which provides endowment in the shape of results fees, or in any way, will be very valuable in Ireland.

4322. Well, let us assume that the two systems we are considering would secure an equal endowment, and that the only question is how best to administer that endowment?—Yes.

4323. Now, taking it in that way, the religious difficulty would appear to be the only insuperable difficulty or objection to establishing in Ireland a system of payment based on the results of examination at the school instead of a general examination?—Yes, that is quite so.

4324. Do you think a mode could not be adopted by which the public would have confidence in the system of examination at the school if it were conducted by a person of different religion from the head of the school, or, say, by two persons—with an appeal to the Board—or, say, by the best men we could get from England?—Do you mean that the system of public competition should be abolished?

4325. No; the system of competition in the pass examination being abolished, preserving competition for all those who wished to compete for prizes and exhibitions?—Oh, I think such a system would command confidence: at least it probably would.

4326. Now, that would require legislation, and of course we cannot be certain whether legislation can be obtained or not, therefore I must ask you a few questions based on the assumption that our present system will continue. You are, I suppose, very much against competition in the Preparatory Grade?—Entirely.

4327. Would you retain the Preparatory Grade at all?—I do not think so. I do not like it at all.

4328. You would prefer to abolish it altogether, but if it is to be retained you are strongly of opinion that there ought to be no competition?—Yes.

4329. You mention in your paper that you found an instance of an examiner whom you did not consider competent to deal with the subject in which he was examining?—That was so.

4330. Would you propose a change in the system of appointing examiners? I see you object to the consideration of the religious element, and think that examiners ought to be chosen entirely upon merit, and without regard to the numbers of each particular religion; do you think it would be an improvement if we had more permanent examiners, perhaps head examiners?—I think the appointment of two or three head examiners who would perform in some measure the same functions as the Chiefs of Inspection do under the National Board would be a very great improvement, and I think you would preserve, then, a better gradation of papers. But I quite recognise that the religious difficulty cannot be readily eliminated.

4331. One gentleman, an examiner under our Board, Dr. Leebody, told us that sometimes questions were set in a paper which he joined in approving of against his will, and that one examiner having insisted on one question and another upon another. I suppose that has occasionally taken place with you?—Oh, I should not sign a paper if I disapproved of one of the questions.

4332. Well, I think you are right in that. But I suppose that difficulty could be got rid of by appointing superior examiners, more permanent examiners, to supervise the examination papers?—I think so. There are officials in the Civil Service examinations who are called 'senior examiners," who discharge that duty.

4333. And you think they should have more permanence than the ordinary examiners?—Oh, certainly. They ought to be appointed for a term of years. They would be very little use unless they were permanent officials.

4334. Have you had occasion to consider the general character of the examination papers—not those set by yourself, but others. There has been a great deal of complaint that the examination papers are too difficult for pass students?—Well, that brings up the question whether the papers for pass should be distinct from those for honours, which is a very important question; and I think it would be a great benefit if the two were kept distinct and the pass students were given one set and the honour students another. I don't at all mean that I would lessen the standard for pass students; the papers should be easier, but I would require a larger percentage, and I think a high percentage on an easy paper is a better test than a low percentage on a difficult paper.

4335. You think that would be a better test?—Certainly. A badly taught boy won't answer 80 per cent. on any paper, no matter how easy.

4336. You are aware that under our rules there is what is called "the May declaration"—a declaration sent in in May, setting forth that the student has passed through a course of study in Ireland—do you think it would be a hardship on the student if in May he had to state whether he intended to compete for honour or for a pass only?—I am sure that after the first year or so there would be no difficulty in that, for the pupil would follow the advice of his master.

4337. The master ought to know in May, ought he not?—Yes, I think so. They might not, when the system was first instituted.

4338. But after the first year or so there would be no difficulty?—I think not.

4339. It would be very much easier and cheaper if the papers were divided in that way, to determine the results of the examination. Students going in for pass might have their papers examined by an assistant, reserving for the senior examiner those that came pretty near the line, and the others being dealt with by the assistant. Isn't that the way in the London University?—Yes; I believe that is the way it is done in the London University.

4340. At present in the case of a paper of answers, almost of a minimum amount of merit, it is necessary that the examiner should weigh them with the utmost nicety, because his right to an exhibition may depend upon his getting one mark above 25 per cent. on that individual paper?—Yes.

4341. And a division such as you have suggested would prevent the necessity of that?—Yes.

4342. And it would make it a great deal easier and cheaper to ascertain the results?—I think so.

Rev. Dr. SALMON.—But the papers should go first to the assistant and then passed on to the chief examiner.

CHAIRMAN.—Oh, no; only those that were near the line.

4343. Rev. Dr. SALMON.—Have you any idea of what interval takes place between the examination by the assistant and the examination by the chief examiner?—As I understand, in London the papers are submitted to an assistant examiner in the first

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instance, and he lays on one side those which are on the border line between passing and not passing, and these are submitted to the senior examiner who looks over them. I have no personal knowledge of the procedure.

4344. Rev. Dr. SALMON.—I thought you referred to the distinction between passing and getting honours,

4345. CHAIRMAN.—No, the honour papers would be submitted to a different class of examiners altogether. I observe that you suggest the removal of Celtic from Class B and to place it in Class D?—Yes.

4346. You don't think it a subject of equal educational importance with Greek and Latin, but I suppose you think Celtic a valuable subject in a philological point of view?—I have no personal knowledge of it, but from what I have heard from specialists I understand that Middle Irish and Old Irish are important in a philological point of view.

4347. You say "Irish" instead of Celtic?—Yes.

4348. Rev. Dr. SALMON.—But if you replace Celtic by Irish you should exclude Welsh and Gaelic, and in a philological point of view Irish alone would be very inadequate—you should take also the kindred languages?—Don't understand me as wishing to exclude it altogether. I merely suggest its removal from Class B to Class D.

4349. CHAIRMAN.—You have examined for the Civil Service Commissioners?—Yes, for four or five years.

4350. Have you observed a distinction between Irish and English students that seems to point to a deficiency in the education of Irish students?—Yes. One year I took a note of the students that I thought were Irish from the ways in which the papers were sent in, and in five out of six of those cases they were Irish.

4351. And was that through deficiencies in the papers or the contrary?—Well, one of the candidates got first place; but my inference as to his nationality was derived from the extraordinary untidiness of his paper.

4352. Have you observed signs from which you were enabled to arrive at the conclusion that sufficient attention is not given in Ireland to spelling, writing and composition?—Certainly, as regards writing and the power of composition; but I would not say as regards spelling.

4353. You say there ought to be more systematic teaching of English prose composition?—Yes; I think a boy should be able to describe in a few simple words before he reaches the age of 18 any ordinary occurrence he has witnessed, and to write it down in accordance with the ordinary laws of grammar.

4354. I quite agree with you; I was once obliged to examine a number of compositions that had been sent in in the Middle Grade, and I would be glad if you could make any suggestion to us that would force upon the schools the more systematic and careful teaching of English prose composition; because I have no hesitation in saying that I thought some of those compositions very inferior?—Well, I may have misinterpreted the rules; but as I interpret the rules, it would seem to me that it was only in the case of composition exercises, that spelling, composition and handwriting were taken into consideration; and if an examiner is not specially directed to take these into consideration in dealing with the papers set in other subjects, I doubt if he will do so. I have examined myself in Euclid, for instance, and would not under the present rules think myself justified in deducting marks for bad spelling.

4355. I don't think you would—with reference to the style of the composition?—What I would say is that unless definite instructions are given to the examiner in a matter of this sort he would not feel justified in deducting marks for the composition of the papers.

4356. He would not. But there is also a rule, that a student cannot pass the examination at all unless he passes in English?—No, I think not.

4357. Yes, we have a rule, first, 32—(*a*), "that no student shall be adjudged to have passed in English, if the examiner shall report either that he has not written any composition on one of the prescribed subjects, or that his composition is greatly defective in orthography, or grammar, or that he has shown inability to express himself in reasonably correct English. Now, take the third line of that paragraph on page 11—"or that he has shown inability to express himself in reasonably correct English"?—Oh; well, if instructions to that effect are given to the examiners, it would entirely remove the criticism I have made.

Mr Justice MADDEN.—The rules are sent to the examiners in all subjects?

Rev. Dr. SALMON.—We had a rule formerly that would enable the examiner in any subject to report anything very grossly bad as regards English composition.

CHAIRMAN.—Yes; we have that rule still; these are the rules of the 10th of March, 1898.

Most Rev. Dr. WALSH.—And they are the rules in force in 1899.

4358. CHAIRMAN.—These are the rules now in operation. (To *Witness*). Do you think that the rule is now framed so as to prevent the deficiency in education that you have observed?—I am afraid not: because it seems to me to be ambiguous?—"No student shall be adjudged to have passed in English if the examiner shall report either that he has not written any composition on one of the prescribed subjects, or that his composition is grossly defective in orthography or grammar, or that he has shown inability to express himself in reasonably correct English." If that last clause applies to all the papers sent in in every subject, it would go a long way to remove my objection, but as I read it, it only applies to English.

4359. No doubt that is so; but now go on and look at clause C. of the rule: "Provided, further, that if, in any subject, the answers of a student exhibit gross ignorance of English orthography, or of English grammar, such student shall be liable to lose marks, or even to lose credit for that subject altogether"?—Yes; taking (A) and (C) together, they would go far to remove the objection, if pointed out to the examiners. I believe they are new rules.

4360. Rev. Dr. SALMON.—Well, they are not exactly new, but they are modifications of our old rules. I think what was intended was that the individual examiner in another subject, who may not be competent to pass judgment in regard to English composition, should make a deduction from the marks, but that he should send up any papers which showed great ignorance of English and call attention to them?—If the last clause in "A" were introduced into this clause C I think the ground for criticism would be removed—that is, that if a student in any subject showed inability to express himself in reasonably accurate English the examiner should report it.

4361. CHAIRMAN.—Yes, I think it would be desirable to do that. Is there anything else you wish to say that I have not asked you of?—I don't think there is anything that is not in my written statement.

4362. You received a paper as to certain questions that we thought were the principal ones raised by this book of replies, and there are one or two matters in which I should like to ask you about. You think the Preparatory Grade ought to be abolished, but, as regards the other grades, do you think the ages are right, or would you wish to make any change in the ages?—No.

4363. As regards the division of courses, you are aware that a great number of people think and

have thought for many years, that there should be a modern as well as a grammar school side in the schools?—Yes.

4364. Do you think we ought to make any modification in our course so as to give students destined for a scientific life a greater opportunity of taking up scientific subjects?—I think there is a great danger in specialisation at too early an age.

4365. At what age would you allow it; in the senior?—Yes, possibly, but not before.

4366. Mr. Justice MADDEN.—Dr. Bernard, in the questions I have to put to you, I would ask you to bear in mind the two divisions of our inquiry: first, what is the best attainable system of distributing the public grant irrespective of the existing Act; and secondly, the practical inquiry, assuming the Act to be unaltered, what is the best attainable system under that Act. Now, you are aware that under that Act the entire State aid given to Intermediate education must be worked on the basis of the result of a public examination?—Yes.

4367. And you are aware also that under the scheduled rules, the entire of the grant is distributed on the basis of a public examination without any check whatever from inspection?—I understand that is so. But I did not understand it clearly from the Act.

4368. Well, I may tell you the Act is perfectly clear on the point. We are bound to estimate the results fees to managers of schools on the basis of a general public examination; but I may remind you also that under the Act of Parliament we have power to annex any conditions we may think proper to the receipt of results fees?—I believe so.

4269. But under the present rules no provision is made for any check on the results of the examinations in the distribution of results fees; I want you to bear that in mind in considering the questions I am about to ask you?—Yes.

4370. Now, I take it that you don't regard the distribution of the public grant merely upon the result of a public examination unchecked by inspection as satisfactory?—I think it unsatisfactory.

4371. Now, putting aside for a moment the existing system—I should like your opinion as to the relative merits, not the ideal, but the practical merits, having regard to the circumstances of the country we live in, of two rival schemes, under one of which fees are to be granted to managers of schools estimated in the first instance on the results of public examinations, submission to inspection being insisted on as a condition precedent to the receipt of results fees. That is one system which you may assume is at present attainable under our Act. For the other system, even in order to test it by adopting it tentatively, we would require legislation. That other system is, in its broad features, payment to the managers of schools independently of a general public examination of their students, on the results of the reports of inspectors with, if possible, a school examination, and a payment which would take the form of a capitation grant. Now, supposing you were unfettered by legislation, which of those two systems do you consider best suited to the conditions of this country?—I think the first.

4372. Why do you consider the first the better system?—Because of the religious difficulty and the want of confidence which the various denominations unfortunately display towards one another.

4373. Does it occur to you that if this religious difficulty were non-existent that some advantages would arise from the public examination of students as the basis of the distribution of the public grant? Lay aside for a moment that religious difficulty, which it has been said exists more on paper than in reality, do not the idiosyncracies of individuals, and their peculiar views with regard to education, come more prominently forward in a system of inspection than in a system of public examination?—That is a question difficult to answer.

4374. Under a system of public examination, if we have, as you have suggested, a Central Board of Examiners to whom the examination papers would be submitted, then, although you never can eliminate the element of chance altogether under any system, and you never could entirely eliminate the individuality of examiners, you can reduce these elements to a *minimum;* and there is also this consideration—that under the system of public examination the examiner has no knowledge whatever of the student who is under examination, but under a system of inspection the inspectors would go to a school, and must necessarily have a knowledge of the school they were examining. I ask you, would such a system of inspection command public confidence in the same degree as the system of public examination by written papers?—Well, it is not an easy question to answer. It involves a prophecy. But under the National system, inspection has enjoyed public confidence to a very large extent; and I do not see why it should not apply to the Intermediate system as well.

4375. Then is the real difficulty in the way the religious difficulty?—I think it is. I think it is the only difficulty in the way of inspection, and I do not think it an insuperable one.

4376. You do not think it a fatal one?—Yes; I mean it is not a fatal one.

4377. I gather that you incline towards the system of inspection as the ideal system?—Possibly; but I have not considered the question of the *ideal* system very much. I think a system of inspection, combined with a system of examination, such as described in my examination by the Lord Chief Baron would be better than the existing system.

4378. Under any system there must be some sort of examination?—Yes.

4379. Then you approach nearly to the views of Dr. Molloy, who suggested that, if we obtained legislation enabling us to do it, we might at first distribute a certain proportion of the grant as the result of inspection, and then, if we found confidence reposed by the public in such a system, gradually increase the proportion given as the result of inspection year after year—so proceeding?—Yes; in that particular I would almost entirely agree with Dr. Molloy.

4380. That would require legislation?—Yes, I suppose it would.

4381. You are, of course, aware that legislation is not always to be had for the asking. Suppose we fail to obtain legislation, I take it that you would attach great importance to the establishment of an efficient system of inspection, engrafted on the existing system of examination?—I would, as a condition precedent to obtaining a portion of the grant.

4382. With reference to what subjects would you desire inspection? If you retain the public examination of students, you may assume that there are almost insuperable difficulties in the way of *viva voce* examination?—I suppose there are.

4383. Even with regard to honour students?—I suppose there are great difficulties though not insuperable. I do not wish to offer an opinion upon that.

4384. Could you by inspection ascertain and detect defective methods of teaching—for example if the modern languages were taught phonetically could it not be detected by inspection?—Oh, certainly.

4385. And with reference to the Natural Sciences and such subjects, could not inefficient methods of teaching be detected by inspection?—Certainly. I was going to add that, if possible, it would be desir-

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able that the inspector should have power to report on the buildings, equipment, and plant of the schools, and give additional marks for that.

4386. A good deal of the evil resulting from overstraining which has been referred to might be avoided by providing proper hours of recreation, and seeing that they were adhered to, and that suitable playgrounds were provided in the schools?—Yes. I have heard a great deal about overstraining, but I do not think it prevails to the extent that has been stated.

4387. We have heard of one boy who went home ill from an Intermediate school from overstraining?—Well, I have known several instances of girls—I have heard of two or three girls in the Alexandra College overworking themselves; but I do not think I ever knew personally a schoolboy who overworked himself.

4388. You don't think there is very much in this idea of overstraining?—I think too much has been made of it. Occasionally a clever boy may have been over-driven by a hard master, but I think that is quite exceptional.

4389. You are yourself connected with Alexandra College as Vice-Warden?—Yes.

4390. I know you take a deep interest in the higher education of women. I wish to ask you do you approve of the existing system of the Intermediate Board, under which the same programme is laid down for girls as for boys?—There are some slight modifications.

4391. There are some slight modifications, but subtantially they are the same. Do you approve of that?—Yes; I do approve of the existing system.

4392. If the alternatives were presented, of a separate programme for girls, or a free competition between girls and boys, would you accept the latter and have a free competition between girls and boys for prizes and exhibitions?—No; I do not think that would be fair to the girls.

4393. I suppose you are of opinion that the higher education of girls having been neglected for many years, it would not be fair that they should now have to compete with boys?—Yes; and as girls' schools in Ireland are even more poorly endowed than those for boys I think it would not be fair. I think it is desirable that girls should get whatever advantages they can.

4394. Now, with regard to the division of courses, into the grammar school course, the modern course and the scientific course, a suggestion has been made that a separate course might be added for girls—not necessarily lower, but different from the course for boys: have you thought over that?—Well, not very carefully. Until I received this paper I had not thought of that exact question; but as at present advised I do not think there would be any substantial advantage in providing a special course for girls.

4395. The reason suggested is this: that the heads of a large number of educational institutions for girls had not sent in their pupils for years for examination under our system, because they regarded our programme as unsuitable, and a suggestion has been made that a programme might be devised more suitable for girls, and thus admit to examinations under our system a large proportion of girls who now do not take advantage of it?—I think you would attract more girls' schools by the appointment of inspectors, and by adopting inspection instead of examination, than by any change in the programme.

4396. Then, on the whole, you would not have any change made in the programme?—No.

4397. With regard to Celtic or Irish, do you regard it as important that there should be developed in this country a succession of great Irish scholars, like O'Donovan and Whitley Stokes?—Certainly.

4398. That could hardly be expected, if Irish did not form an optional part of the course?—I do not think so. I do not think you can expect more students, in the proper sense, of Irish than of Hebrew. Hebrew does not form part of the curriculum of ordinary schools; yet Hebrew is studied, and I would say the same of Celtic.

4399. Do you not think the inclusion of Celtic in the course tends to keep up the study of Celtic?—Possibly. I wish to observe that I do not want its removal from the course, but I suggest that it should be removed from Class B to Class D. That is because it is not, in my opinion, of the same importance as Greek and Latin.

4400. I suppose you regard the study of the early history of Ireland as of great importance; does not the encouragement of the study of Celtic tend to encourage the study of Irish history?—Of course, the study of Irish history is desirable for every Irishman; but that can be studied without any knowledge either of the modern tongue or of the old Celtic.

4401. Does it not tend to excite curiosity on the subject?—I think it extremely important that the study of Celtic should be continued from a linguistic point of view, and I think it important to include the modern Irish in the Intermediate system; but I do not regard it as of equal importance with Greek and Latin, and therefore I would not put it in the same class.

The Commission adjourned until the following morning.

TENTH DAY—THURSDAY, JANUARY 26TH, 1899.

Jan. 26, 1899.

AT 11 O'CLOCK, A.M.,

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace the Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, Secretary.

Rev. J. H. BERNARD. D.D., Fellow of Trinity College, Dublin, further examined.

Rev. J. H. Bernard, D.D., F.T.C.D.

4402. Rev. Dr. SALMON.—I am afraid that many of our witnesses do not know the difficulties that we have to contend with. I do not think it is sufficiently understood that there are two sides to every question. Now, I observe that the Chairman generally begins by asking, "Do you think that the Intermediate system has done any good," and then he asks, "Do you think it has done any harm?" I do not know whether he asks people to strike a balance, and say whether, "on the whole, it has done more harm than good." But it seems to me rather paradoxical to prove that money will do everything. Parliament decided to vote a large sum of money for the improvement of Irish education. They drew up a scheme which in their wisdom seemed to them to be the best. They appointed people to carry it out in whom they thought the public would have confidence. I do not know anything about our ability, but I believe that no one denies us credit for honesty of intention, and that we did the best we thought we could. And then the question is, whether, on the whole, we have done more good than harm, and I think if I was to judge of the impression produced by the evidence the opinion is that we have done more harm than good?—Are you asking my opinion?

4403. I want to know can you account at all for that phenomenon, that we seem to be so unsuccessful?—I should prefer not to account for a phenomenon, the existence of which I do not recognise. I believe that, on the whole, the Intermediate system has done enormously more good than harm.

4404. As far as the impression produced upon my mind by the evidence goes, and I do not know whether you would agree with me, it is that the general principle is that State interference does good when it encourages voluntary effort, and that it does harm when it kills voluntary effort?—Yes; I should be disposed to agree with that.

4405. In the case of a really good flourishing school, with energetic teachers desirous of making their education as good as possible, I think the general cry is, "Let us alone; *laissez faire*"?—It has been, I believe.

4406. Is that principle at all universally applicable to Ireland?—No.

4407. Could we apply the *laissez faire* principle all round?—I think not. There were very few schools twenty years ago in Ireland in a condition in which they could safely be left alone, and I think there are very few still.

4408. Could we give our money on different principles to those two kinds of schools; could we give money to those who want it, and not to those who do not want it?—I do not know what you mean by "could." Under the Act you must throw your examinations open to boys from all schools.

4409. But you know we do not constrain anyone to join our system?—No.

4410. All that we do is, that we offer them a sum of money if they do. I asked one of the witnesses yesterday, or the day before, "What obliged you to come to us if you do not think that our system is good, or that you are not benefited by it?" And the answer was that, in the first place, we offered a bribe which human nature was too strong to resist, and it was also said that if they refused the public money parents would think that such schools did not deserve it, and they would not send their children to those schools. It seems, therefore, that we are putting a constraint upon them?—If you offer prizes on a particular system—money prizes—of course you encourage schoolboys and schoolmasters to avail themselves of that system, and, therefore, if the system is bad and in so far as it is bad you will do harm, and in so far as it is good you will do good, and I believe that on the whole you have done more good than harm.

4411. One of the things I want you to come to is this question of equipment. You recommended that inspection should be employed to ascertain the equipment of the schools, whether they were well ventilated, whether the buildings were good, and all that kind of thing?—Yes.

4412. Of course I quite understand that it may be necessary for us to do so in regard to certain subjects which require considerable equipment and that we ought to refuse results fees to schools for teaching subjects which we found they had not the ability to teach. But as to equipment generally, if we get our inspectors to report on the equipment of the school is it on the principle that if we find the equipment good and that they do not want any money for enlarging the equipment we are to give them none, and if they want a great deal we are to give them a great deal; or is it on the opposite principle of giving to those who have, and nothing to those who have not?—I should be inclined to favour the principle of giving the money to those who have already shown that they know how to use it. I think it is a very unfortunate thing in Ireland that we have a number of small, badly equipped schools, and if we could make the good ones better, even though we killed the bad ones, I think it would be a good thing.

4413. I do not think you have considered this point. There are many districts in Ireland which, by unaided efforts, are hardly able to support a school; there are a number of persons of moderate means who cannot afford to send their children to a boarding school; they have to send their children to the nearest school that they can find where there is any decent education given, and in many of these places the money earned by school teaching is so little that they cannot afford to provide a large equipment; but they can get

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along in some way by the help of the results fees which we give them. Is your remedy, then, for those schools to take away the endowment they have at present?—No; I do not propose to take away anything, but I propose that the schoolmasters should derive benefit not only from the success of their pupils at public examinations, and not only from the excellence of the teaching as certified by the inspector, but also from the accommodation that they provide for the boys, the discipline they maintain in the schools, the sanitary condition of the premises, and the equipment of play-grounds, and so on, all of which would be guaranteed by inspection.

4414. But I want to know this—You know that no school master likes to have a badly equipped school if he can help it. Why is it that he has not better buildings and play-grounds and all the rest of it; is it want of will?—It is from want of money generally, but not always. Sometimes it is because he does not recognise the importance of them.

4415. In a great many places, I suppose, it is from want of money; do you mean to cure that by taking away money from them?—I do not propose to take away anything. I propose to distribute the money that the schoolmasters get at present in a different way. At present it is all given in the way of results fees. I would still continue to give some of the grant on that principle, but I would also give money if the schoolmaster showed that he had at heart the improvement of the equipment and sanitary accommodation and discipline of his school. These things are generally neglected in small Irish schools as far as my experience goes.

4416. We had one complaint about results fees, that parents calculated and said to the schoolmaster, "You will get so much money for teaching my son from the Intermediate Board, and therefore you ought not to charge me so much for sending my son to your school?" The question of the fees to be charged by the schoolmaster must ultimately resolve itself into a commercial question: What is the customer prepared to pay for his goods?

4417. I think a parent will naturally say that he need not pay so much for his son's education, if the schoolmaster can calculate on receiving results fees from the Board. That is one way in which we kill voluntary effort, and the best way of avoiding it would, perhaps, be to secure that the schoolmaster shall employ this money in improving the buildings and equipment of his school rather than putting it into his own pocket. But suppose, now, the buildings of a school are very good. I will put to you this hypothesis. Suppose that you had a large estate, and that on one part of it there was a very finely equipped school in a prosperous neighbourhood, and well supported by the fees of the pupils, and with the buildings everything that could be desired, and that you had on another part of the estate a school with only poor people, and a very badly equipped school, and suppose you are prepared to lay out a sum of money on your schools, which would it be more advisable for you to expend it on—in putting fine architectural ornaments and improving the prosperous school better, or would you expend it on the poor school?—I have not considered the question of luxuries at all. I considered the question of necessary educational and sanitary accommodation, and I believe that a school ought not to be assisted by the State if it does not provide proper sanitary accommodation, proper play-grounds, and proper dormitories.

4418. If the school had them already, would you give it a high scale of results fees, and a low scale of results fees to a poor school?—Supposing the pupils from both the schools fared equally well at the examinations. Supposing there were two schools "A" and "B," having the same number of pupils at each school, and that they did equally well at the examinations, then the head master of school A would get the same amount of fees as the head master of school B would for that; but, inasmuch as the head master of school A had better equipped buildings, and did better for his boys in that respect than the head master of school B, I would give him more. I would give special fees for that. In fact, I would give to him that had, but I would not take away from him that had not.

4419. But when you have only a limited sum to distribute you cannot give to everyone; and what you give more than is wanted to one, must be taken away from the other—the other must get less?—You can set apart a certain sum.

4420. The money we have to dispose of is limited; it is very large at present, but we have no reliance at all that it will be continued. As for the schoolmaster deprecating interference, I think many of them go on the same principle that I am told people in the congested districts employ. They say "Don't send us improved agricultural implements; give us money. It is the money we want." The schoolmasters, I think, would like to get the money, and to be let alone, and allowed to do with the money as they like?—I am not qualified to speak for schoolmasters, but, judging from human nature generally, I suppose they would be better pleased if you gave them the money to do as they liked with, but I do not think that would be as good for education.

4421. To drop that subject, there is another subject that you mentioned. Of course we all agree as to the importance of *viva voce* examination, but you know the difficulties. But you said in your evidence that these difficulties seemed to you not to be insuperable. Will you kindly give us any hint as to the way in which we could overcome that?—What I said, I think, was this, if I remember rightly, that I did not see any way in which you could provide satisfactory oral examination for all the candidates that present themselves year by year; but that I did not know whether it might not be practicable to provide oral examination for specially selected students, honour students, candidates for exhibitions and prizes, who necessarily form a much smaller number, and the way in which it, I thought, might be practicable—I do not say that it is—would be by first selecting the students on the results of the ordinary paper examinations; those who were selected would get notice and would be assembled at certain centres in the larger towns, and they might then be examined *viva voce*, I should suppose, by examiners who would go round.

4422. Who would go round?—Examiners who would go round.

4423. That is at certain centres?—At certain centres.

4424. In the first place there is the difficulty—which is one of the questions I wish to examine schoolmasters upon—as to the possibility of having two examinations in the year, one for the pass students, and the other for honours amongst those who have been chosen out of the pass examination. As to the difficulties suggested as regards that I would like to hear more of what the schoolmasters had to say; but they throw cold water as far as I have talked with them on the suggestion of having two examinations in the same year?—Well, I should think that the evidence of the schoolmasters would be the most important evidence that you could get as to that point. All I ventured to say was that I did not think that oral examination was possible for all the students that present themselves at the examinations, but I am not prepared to say that it would be impossible for the limited number who would be candidates for honours.

4425. About giving results fees to schools. There are two methods. One is that of taking as the unit the number of students who have passed, and the other is what is called capitation; that is, giving a grant on the number of boys that the schoolmaster has in the school. Which system would you prefer, the capitation system or the system where the unit was to be the number of boys who really showed that they had some knowledge of the subject?—The question

is this, I take it: In an ideal system do I prefer the system of payment by results fees based upon examination, or payment by capitation fees based on the report of an inspector; is that the question?

4426. It will come practically to that?—I prefer the latter, as an ideal system.

4427. Practically do you think it would be safe to adopt the capitation system. If one school had 100 boys and another had 50, would you give twice as much to the school that had 100 boys as you would to the school that had only 50?—I do not think it would be safe or practicable immediately to revolutionise the whole system by substituting inspection for examination. I would propose, as I said yesterday, that first a combination of inspection and examination might be tried, and inspection might be required as a condition precedent to examination. If that was found satisfactory, the inspection system might afterwards be more widely extended. I am in entire agreement with what Monsignor Molloy said about that.

4428. I think you are partly going on the supposition that the whole income of the school is to be derived from the State grant, and that is what I began with in the commencement about the effect of killing voluntary effort. There is no doubt that if a school has very fine buildings and makes ample provision for the teaching of pupils, it will draw a number of pupils who will pay for their education. Is it quite fair, when we are distributing the State grant, to give it to those who are already able to exist from voluntary effort and to deny it to those who are not able to live by voluntary effort?—I do, because I do not think that a small school can be ever entirely satisfactory. It does not provide as good education in the same sense of the word as a large school does in my opinion.

4429. But suppose a parent has no choice, and that the small school is the only one available to him, would you starve that small school?—That is very unfortunate for the parent, but there will be hard cases no matter what you do.

4430. So that the principle is that to him that hath to him shall more be given?—It is.

4431. Mr Justice MADDEN.—"The survival of the fittest" is the modern exposition of the principle?—I am not arguing in favour of the ethics of it.

4432. O'CONOR DON.—Upon the point of *viva voce* examination, would you propose that the marks that were gained at the examinations should count in the competition for the exhibitions and prizes, or is it to be a sort of preliminary test, outside the examination for exhibitions and prizes?—I have thought of the inspector's examination at the school as merely a preliminary test, and that he would assign marks, not so much on the answering of the boys as on his judgment of the teaching provided.

Rev. Dr. SALMON.—Then I did not make myself clear. The difference was whether this inspection was to affect results fees only or to affect exhibitions and prizes. I think that is what O'Conor Don wants to know.

4433. O'CONOR DON.—No; what I want to come at is this—you said, in answer to a question a moment ago asked by the Provost, that there should be a *viva voce* examination, to be held at certain limited centres, of certain selected students, those who would go in for the honours and exhibitions, and what I want to know is, do you propose that the results of the examinations shall count in the competition for these exhibitions and prizes, for which these selected children are to go in?—Surely, because my proposition was that the students who answered best at the paper examinations should be selected and brought up at certain centres, and then re-examined *viva voce* in certain subjects, and that a great deal of stress should be laid upon that examination.

4434. Rev. Dr. SALMON.—O'Conor Don's question is not the same as mine. His question is with respect to the examination of these selected candidates, which I quite understood you meant to count towards exhibitions. But this report of the inspector, in the first instance, would you apply that to the competition between candidates for prizes and exhibitions?—No. As I say, I would assign marks, not on the result of the actual answering of individual boys when the inspector came round, but on his judgment as to the teaching provided.

4435. With regard to results fees, I quite understand you. Of course that general examination can be applied to results fees; but could it be employed to distribute exhibitions and prizes between boys of one school and boys of another school?—Your question is: Could you give exhibitions on the result of inspections alone, without a public examination?

4436. Yes?—I daresay you could in an ideal system; but I do not propose that, because I think it would be too rapid a revolution at present. I think the system of inspection requires to be tested and tried before it can be depended upon.

4437. Would it ever succeed in this country?—It has succeeded very well in the National system; and I think it might—I cannot say; I am not a prophet—but I think it is well worth trying in combination with a system of public examination.

4438. O'CONOR DON.—I still am not quite clear as to what you propose with regard to these specially selected candidates who are to be examined at a certain number of centres *viva voce*. Do you propose that examination to be in every subject, or only in limited subjects?—I have drawn out no detailed system for that. I should not think it would be necessary in all subjects. It would not be necessary in arithmetic, for instance, or in algebra, in my opinion.

4439. Would you have the written examination going on at the same time as this *viva voce* examination?—If there were a further written examination provided for the honour students there is no reason why it should not go on at the same time. It would save a great deal of difficulty about the presence of examiners at different centres.

4440. Do you propose that this *viva voce* examination should be conducted on the same day all over Ireland?—No, I do not think it could be.

4441. If it were for competition purposes, would there not be great difficulty in estimating its comparative value if it were not conducted on the same day all over Ireland?—I do not think so. The thing actually happens in the case of the Civil Service examinations where there is *viva voce* examination, and there it goes on for two or three or four days; but, of course, it is obvious that the same questions cannot be asked every day, because they would naturally leak out. The candidates go home and they tell their teachers what questions they have got. It would be obviously improper for the examiner to ask the same questions the next day. What happens is that the examiners prepare beforehand several sets of questions of graduated difficulty, so that set A is equal in difficulty with set B.

4442. Would you have the same examiners conducting the examinations throughout the country or different ones at different centres?—It will depend on the number of centres. I think it would be hardly possible for one man to go round within the time. Probably two could manage it for honour students, if they agreed between themselves as to the questions to be asked.

4443. You will admit at once, I am sure, that if there were different examiners and different questions asked in the competition for these exhibitions and prizes a complaint of great inequality might arise in the country?—Certainly it is a possible objection, but I believe that if you appoint competent examiners the public will in time come to trust them.

4444. I only want to ask you one question more upon a recommendation that appears in your printed evidence to which I think you did not allude yesterday, and that is the recommendation that, in the Senior

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Grade at least, no candidate should be allowed under any circumstances to obtain any distinction or prize who had not satisfied the examiner in English that he could write a page of English prose without grammatical inaccuracy, without vulgar colloquialisms, and without faulty spelling?—Yes; that is very strongly my opinion.

4445. Would not that be a very strong limitation of prizes and exhibitions?—I have gone on in the next paragraph to say that for the first three or four years after this rule was imposed there would be loud and frequent complaint, and I have no doubt there would, but I think that in time, once the masters saw that the Commissioners were earnest in their desire to improve the power of writing English among the boys in Irish schools they would provide for it.

4446. You think that the importance of the power of writing English in this correct manner is so great that you would apply this extreme proposal to remedy it?—I do not think that any boy ought to be allowed to pass as a prize winner in the Senior Grade of the Intermediate who could not write one page of English without bad mistakes of spelling and grammar.

4447. Dr. BARKLEY.—I understand you have conducted examinations for us—I think in mathematics? Yes; in mathematics.

4448. Have you noticed that the mathematical papers are of increasing difficulty, not perhaps in one year as compared with the preceding year, but if you go back for five or ten years that they have been increasing in difficulty?—I think they have increased in difficulty in the last ten years in algebra and trigonometry and arithmetic possibly, but not Euclid.

4449. I do not suppose there is much room for it in Euclid. I am told that the papers set in the Preparatory Grade now, for instance, are about the same as would have been set in the Junior Grade ten years ago?—Well, I could not say that off-hand without examining them, but I should not be at all surprised if that were so.

4450. Is there any way in which that tendency could be checked so as to prevent the papers becoming unduly difficult for the grades for which they are set?—I think that a court of examiners, or the appointment of two or three senior examiners, which I suggested yesterday, who would have the power of supervising the papers set by the ordinary examiners, would secure a proper graduation in difficulty.

4451. There is just one other thing I wish to ask. You refer to the answers of candidates in examinations for the Civil Service Commissioners, and you say that certain of the candidates from Ireland were specially defective as regards spelling, writing, and style of composition. What was the character of the examination to which you refer?—The Indian Civil Service.

4452. The Indian Civil Service; I am surprised at that?—Yes.

4453. They would be men who had passed through universities?—Nearly all of them are university men, and some men of the very highest standing, and what I found was that the papers of men who had been trained at Oxford and Cambridge and at English public schools, on the whole were far better in point of style than those of young men who had been trained in Ireland—not better in matter but better in style.

4454. Rev Dr. TODD MARTIN.—Did that include men from Trinity College?—It did, indeed, I am sorry to say.

4455. Dr. BARKLEY.—It would look then as if the defect in English composition is not confined to the Intermediate schools, but that it runs through the whole system of education throughout the country?—I think it does; I think it is partly untidiness, which is a national characteristic; and that runs through the whole system.

4456. Yes, but untidiness is quite consistent with good spelling, is it not?—It is, yes.

4457. And with good writing, too?—Well, I am not so sure about that.

4458. I mean writing clearly and distinctly?—As a general rule, a boy who writes very badly writes untidily.

4459. Most Rev. Dr. WALSH.—On this matter of the equipment of schools, you consider that if account is to be taken of the equipment of a school, the condition of its buildings, and soforth, we should go rather on the principle of giving additional grants in view of superior excellence in those departments, than of imposing a penalty in case of defective equipment and buildings—I understand you to say that?—That is what it practically comes to, I think.

4460. You fully accept the position that by acting in that way you are giving to those who have?—I fully accept that.

4461. Is not that the fundamental principle upon which the whole of this system of Intermediate education is based—of giving where there is superior excellence in whatever matter the scheme deals with?—I think so.

4462. When this scheme was introduced, Parliament might have gone upon a totally different principle, the principle of giving money where there was poverty of every description in a school, and where money was most wanted?—Yes.

4463. But it deliberately selected the opposite principle, of giving money in accordance with results, taking these as a test of excellence in the schools?—Yes.

4464. And you think that this principle should, in consistency, be applied in reference to every point of excellence for which we give a grant?—Yes, I think so. Of course, with this qualification, that if an inspector found that a school was doing very well with the materials at its disposal, and with the resources that the head master had, and he reported that, owing to special circumstances, the school was unable, from the ordinary sources of its income, to provide, let us say, a good playground for the boys, I think it would not be unreasonable to suggest that the Commissioners might give a special grant in that case.

4465. You would make that reasonable qualification of the arrangement in view of the special circumstances of the school?—Yes.

4466. There might be schools in the heart of Dublin where it would be impossible to get a suitable recreation ground?—Certainly.

4467. Those parts of the school equipment that you attach so much importance to, are neglected altogether in our present system of making grants, are they not?—I think entirely.

4468. And necessarily under our present system?—And necessarily.

4469. You are strongly of opinion that the Act, in so far as it imposes this system upon us, should be amended?—I am.

4470. And that full provision should be made for the introduction of inspection to the extent that you recommend?—Yes.

4471. Have you, yourself, ever taught under any system where grants were made for the teaching in the form of results fees?—Never. I was an assistant-master some twenty years ago for three years in an Irish school, but that was before the Intermediate system came in.

4472. You would not like to see such a system introduced into Trinity College, I suppose?—No, I should not.

4473. Do you think, quite apart from its effects on the income of the teacher—it might perhaps result in an increase, or it might result in a falling off—but irrespective of that, do you think that, from an educational point of view, it would be an improvement on your present system in Trinity College to make the income of the College depend upon the answering or missing of each individual student at the various examinations?—That is on the assumption that the income is all derived from a State grant?

4474. If the income derived from a State grant, or the portion of it that is derived from a State

grant, came to you in that precarious fashion?—I think it would hamper the teaching very much; it would hamper the freedom that is necessary in the higher walks of learning.

4475. I should also like to ask you about another essential constituent of our present system. In our system, as we have had it from the beginnings, a uniform programme is imposed upon every school in the country that competes under the Intermediate scheme. Do you consider that educationally this is at all desirable?—It is by no means ideal; but I think it served a very good purpose for a time in supplying an external standard for the small schools.

4476. Supposing it was proposed to have Trinity College placed under such a system, and that a programme of studies for the courses of the university was to be imposed by some external authority which forced you to work upon lines that you yourselves might not fully approve of, simply because they were convenient lines for other people, would you approve of that?—I should entirely disapprove of it, but I do not think the case of university education is quite parallel with that of Intermediate schools.

4477. I am merely taking the matter of principle. You consider it of great importance in any place of higher education, whether university or secondary, that there should be a considerable amount of latitude allowed to the authorities of the place to draw up their own programmes under proper supervision?—I do. Of course the need for that liberty increases as you go higher; it is less felt in primary education. *Jan. 26, 1899* Rev. J. H. Bernard, D.D., F.T.C.D.

4478. You are aware that all liberty of the kind is quite impossible under our present system?—Quite impossible.

4479. Are you aware that it is the fundamental principle of the recommendations of the English Secondary Schools Commission that there should be such latitude?—I understand that it is.

4480. It would seem very unreasonable of Parliament, would it not, if they are bringing in a Bill to give effect to that principle in England, to refuse us a Bill to give us the same principle in Ireland?—It would seem inconsistent.

4481. But many an inconsistent thing might be done, I suppose?—Yes.

The witness withdrew.

Mr. R. M. JONES, M.A., Principal, Royal Academical Institution, Belfast, examined. Mr R. M. Jones, M.A.

4482. CHAIRMAN.—You are the Principal of the Royal Belfast Academical Institution?—Yes.

4483. You have had fourteen years' experience in teaching?—Yes.

4484. Two years spent in England in the preparation of students for Sandhurst and Woolwich?—Yes.

4485. One year and nine months as a teacher of classics and English in the Londonderry Academical Institution?—Yes.

4486. Three years and three months as the Head master of the Larne Grammar School, and seven years as classical head master of the Royal Belfast Academical Institution?—Yes.

4487. Now, you have sent us in a paper in answer to our questions, and I find as a result of that paper that you protest against any substitution of inspection for examination, but that you consider that inspection as a supplement to examination is not only possible but desirable?—Perhaps desirable, yes.

4488. Would you kindly tell me the reasons upon which you have arrived at the conclusion that it would be undesirable to substitute for examination any species of inspection—inspection, on which the grant would be dependent?—My protest is against any radical change to substitute the inspection system for the examination system, and to make the amount of the grant in aid depend on the report of the inspector.

4489. Exactly. Will you kindly tell me your reasons for that?—I think, in the first place, it could not be done so as to secure the confidence of the country.

4490. Have you any other reason?—I think, further, that the system of inspection is in itself not nearly so good a test of the working of the schools as the examination system.

4491. Then, from a purely educational point of view, you consider that examination is better than inspection to determine the payments to schools?—I do not understand exactly what you mean.

4492. You are taking into consideration the confidence of the public?—I am.

4493. Now, I want you to put out of consideration for a moment, that consideration and every other consideration, save those that relate to the efficiency of education. From a purely educational point of view, which system would you consider best upon which to determine payments to schools—the efficiency of schools as determined by inspection or the efficiency of schools determined, as far as it can be determined, by the results of individual pupils passing examinations?—I am afraid I cannot answer that question *in vacuo* without taking into consideration certain accidents.

4494. Tell us the incidents?—If you have a central authority, in whose hands are all the schools of the country—if you have certificated teachers, if the State sets a standard for teachers, and has something to say in the appointment of teachers, and the schools are State schools, then, distinctly, I prefer inspection, but under no other circumstances.

4495. Assuming that the schools are not State schools, as I hope they never will be, you would prefer examination?—Certainly.

4496. Now, do you yourself recognise any disadvantages that attend the system of payment of schools by the results of examinations?—I have mentioned one of them there in my printed evidence.

4497. Kindly say what it is?—I think it has brought on an evil system of rate-cutting amongst schools.

4498. Is that the only evil you recognise as incident to such a system?—At certain ages I think that the examination might be dispensed with; it there does harm.

4499. At what ages?—Say for the Preparatory Grade.

4500. Excluding the Preparatory Grade, do you recognise any other disadvantages incident to this system?—Not necessarily; not inherent in the system.

4501. It is those disadvantages I am asking you about; you think there are no other disadvantages that could not be obviated by rules?—Quite so.

4502. I am examining you as to what is inherent in the system?—Yes.

4503. Now, of course with your great educational experience and knowledge, you recognise as an important factor the individuality of the schoolmaster, the liberty to him to teach in the way that he thinks best?—Yes.

4504. That is recognised by all educationists?—Quite so.

4505. Can it exist in a system like this where you have a common curriculum for all schools?—I should think it can

4506. And does?—I do not say that it does, but it ought to.

4507. How can it exist with a system such as ours?—I think, for instance, that the master of a school might have a very large scope for his individuality if you construct your programmes somewhat differently.

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4508. Tell me how you would suggest that the programmes should be constructed?—I will take the case of languages, for instance.

4509. Take Greek, if you like?—I would take classics and modern languages.

4510. Very well?—I think that in classics and modern languages there is no necessity for a definite course being laid down. I would have much more examination on unseen passages. In modern languages, though I am not an expert in modern languages, I should have no course whatever prescribed.

4511. We are speaking now of the programme. What would you suggest as the programme in any language you wish to mention?—I do not know that I understand exactly what you wish to elicit.

4512. Our programme, as framed at present, does that interfere with the teacher's mode of teaching which you recognise as important?—It may, and does.

4513. Will you frame for me a programme in any one subject that you like, that would not have that injurious effect?—Well, take any language at all.

4514. Take Greek?—I should have a very small prescribed portion in all three grades—I put aside the Preparatory for the moment.

4515. You had better take one grade?—Very well, the Senior Grade. I should propose that a very small portion indeed should be prescribed, and much more stress put upon unseen work. I differ altogether in that matter from the alternative view that has been put forward by Professor Tyrrell; I differ from him with all respect. Professor Tyrrell has proposed a great increase of the course in classics. He says that a boy in the Senior Grade should read not one book of Livy and one book of Virgil, but half a dozen books of Livy and half the Æneid. I think that could not be suggested to be done by anyone who knew what a school has to do in these modern times. The time that a schoolmaster has at his disposal for these and other subjects is so small that I do not think it could be done in any thorough fashion. I think you would get very much more of the result that Professor Tyrrell wants by giving more unseen passages.

4516. In the case where there is only a small portion of a prescribed author and a larger proportion of the marks attributed to unseen passages, how would you mark the degree of merit that it was expected should be obtained by the candidates?—By definite marks as at present.

4517. But unseen passages would not convey to me any idea of the standard of examination?—You have in the first place to create a standard.

4518. But you must define a standard to a certain extent, must you not?—You define it very much by the composition, the grammar, and, perhaps, subsidiary work; that you prescribe; and if it was thought necessary, it might also be laid down and prescribed that the unseen passages should be taken from authors of a certain type, or from certain specified authors without specifying the particular works. For instance, take Greek in the Senior Grade. It undoubtedly would be a hardship if you did not prescribe a course—for instance, if you set Homer, without letting the schoolmasters know that Homer should be read for the Senior Grade. It would hardly be fair; therefore, I think that you should give an indication of the type of work that you expected should be known. I do not think that is impossible.

4519. Would you consider that the curriculum should be anything in the nature of a code?—I do not understand.

4520. You do not understand the meaning of a code?—Not exactly, in that connection.

4521. Very well; I will not trouble you upon it. You think that our programme should be framed in such a way that it would not interfere with the modes of teaching that each headmaster might think best?—I think that it could be so framed that it would involve such a slight amount of interference, as really would not be worth taking into consideration. You must have a certain amount of evil in any system.

4522. I know; but I must first ascertain is there any evil in it. Could you frame rules that would not affect the liberty of the teacher in matters affecting the curriculum?—You can, I think, frame a programme that will reduce that interference to a minimum and give the largest amount of scope possible in any system to the master's individuality.

4523. Of course we can reduce it to a minimum, but can we frame a programme that will not interfere to some extent with his liberty?—I presume not.

4524. Could it not also interfere with his choice of educational methods just as it would interfere with the curriculum?—It might.

4525. It is stated in the report of the Secondary Education Commission of 1895, that it is worthy of notice "that much that is best in our public secondary schools is due to the fact that in matters affecting curriculum and the choice of educational methods almost absolute freedom has traditionally been left to experienced teachers." Do you agree with that statement?—In respect of what matter?

4526. "It is worthy of notice that much that is best in our public secondary schools is due to the fact that in matters affecting curriculum and the choice of educational methods almost absolute freedom has traditionally been left to experienced teachers."?—Your question is do I agree with that?

4527. Do you agree with that?—So far as it refers to England, yes.

4528. Then you would not agree with it if applied to Ireland?—I do not disagree with it.

4529. You say so far as it applies to England?—Yes, because, of course, I suppose English schools were the only schools contemplated in that report.

4530. I dare say you have heard of the Midleton school?—Yes.

4531. I dare say you have heard of the Enniskillen school, the Dungannon school, and other schools of that sort, of which in my younger days we were proud?—Yes.

4532. Is it not a fact that all the great schools that we are aware of have been created by the individuality of their headmaster?—Yes.

4533. Now, do you think that there is no danger of that individuality being very much interfered with if this present system as fixed by the Act of Parliament continues?—I do not, with proper modifications.

4534. The same report states, "That there is real danger of injury to education through the over repression of the teacher is evident from the experience of France, where efforts are now being made to restore his freedom, and from that of Germany," and it goes on to describe Germany's experience. Do you think there is no danger of that in this country if the system is persevered in?—There is danger if it is not modified.

4535. But I mean if the Act of Parliament continues, even supposing the programme was modified in any way that you would think right?—I think that with a Board such as this there is no real danger at all.

4536. Do you think that during the last twenty years there has not been interference with the individuality of the teacher and his mode of teaching?—There has been.

4537. During the entire of your experience?—During the entire of my experience there has been a certain amount of it; he is working under certain limitations, but I do not think that that is inherent in the system.

4538. But although not inherent the experience of twenty years of the working of the system under this Board has shown that it has existed during the entire of that period?—That is so, but I think this Board has not taken advice from the schoolmasters.

4539. Now I want to come to the logical consideration of this question. Do you think that where

there is a payment to schools by the State, the element of the efficiency of the teaching in the schools ought to be taken into consideration as a leading element?—I think it ought.

4540. And I suppose the number of pupils taught ought also to be taken into consideration?—I think it is bound to be.

4541. Now the same amount of teaching and the same character of teaching may be applied to two different boys, and the result in each boy will be wholly different. Is not that so?—That is so.

4542. Because there comes in the uncertain element of the individuality of the boy?—That is so.

4543. But the work of the teacher is identical as regards each boy, is not that so?—It is identical, but he appeals to them in different ways, perhaps.

4544. He does his best in reference to each?—Yes.

4545. He brings all his educational experience to bear in order to produce the best result possible?—Yes.

4546. And speaking logically, ought not that man to be paid by the State the same sum for the teaching of each boy?—Speaking logically he ought.

4547. Do you think that a system by which he is not paid the same sum for each boy, by which he is paid nothing for one boy because the boy's capacity is such that he cannot be brought up to the given standard, do you think that that is an ideal system?—I know no better system.

4548. But is it an ideal system?—No, but of course if we are to fence with ideals, I have my own ideal, too.

4549. I will ask you what is your ideal?—My own ideal is one which I think you have already condemned beforehand, and that is I would like still more centralisation, and I would like the schools to be in the hands of the State, and to have inspection.

4550. You are quite right in saying I have condemned that beforehand; I think the State has quite enough to do without that?—I only mention that if we are to talk about ideals, of course there are more than one ideal system.

4551. Yes, we have been talking for a fortnight about ideals, I hope we shall not be talking of them for another fortnight?—I do not want to add to the deluge.

4552. Now, supposing that the efficiency of the teaching in a school were ascertained by inspection, and that the number of pupils taught under that efficient system were ascertained, you would be able to pay the schoolmaster according to the system that you say is the logical system?—Would you be good enough to put that question again?

4553. If you had a system under which the State ascertained the efficiency of the teaching and also ascertained the number of students who were taught in a school under that system, then you would be able logically to ascertain the amount that ought to be paid to the school in respect of that teaching?—Certainly. It is a hypothetical case.

4554. It is a hypothetical case. In what respect are you of opinion that the system of payment by the result of an examination is better than the system that I have suggested to you?—Well, the element of the individual faddist hardly comes in at all in the case of examinations; it does very seriously in the case of inspection. And further, I do not think that inspection, as the sole test of the schools as at present in Ireland, with the grant depending on it, could be at all sufficient. You would want an enormous staff of most highly qualified inspectors, who, I believe, ought previously to have been teachers so as to know what a school has got to do. I do not think it is possible at all. And even granting it were possible to get these men, and to get them all on their "ideal" days when they were at their best, when there was no mental or physical trouble that they were suffering from, even then you could not convince the man in the street that under certain circumstances one school was not treated fairly and another unfairly. I think you would have continual protests from schools. If you take, for instance, two schools in the same town, and the inspector goes and marks one school in his report as in the first class, and he depresses the second school in his report to a second class; I say that it puts the headmaster of the second school in a most dreadful position before the parents of the town he is in, and especially in his relations with his governors. We have before now heard of men teaching under the South Kensington Department who have been dismissed very summarily by local Boards because the results of inspection were not good. If the inspector comes down and puts one school in the second class and another school in the first class, I think you have the beginnings of very serious difficulties.

4555. In the scheme that I have in my mind I have no "first class" and no "second class." What I have in my view is a school in which the teaching is efficient, and a school in which the teaching is not efficient; that there should be two inspectors; that in the event of the teaching in any school being reported as not being efficient there should be an appeal to the Board, and that the Board should have power to send down either an Assistant Commissioner or some other person to review the report of the inspectors. You think that that would be found unsatisfactory?—I think your chief inspectors would have a very busy time of it.

4556. I dare say they would, and no people who are paid well ought to have anything else, from my point of view!—In the second place your proposal is that there should be two classes of these schools.

4557. Yes, efficient and non-efficient?—Efficient and non-efficient. Does it not seem a hazardous arrangement to divide all schools into two classes, and give to the most excellent school no more than to the one that is on the verge of weakness and inefficiency?

4558. My idea is that for efficient teaching a school ought to be paid, for inefficient teaching a school ought not to be paid; you do not approve of that?—I think there can be *very* efficient teaching, and *very* well paid teaching.

4559. Of course there may be?—I think the very efficient man deserves better treatment than the man who is simply over the border of inefficiency.

4560. And do you think that very efficient teaching now is distinguished from less efficient teaching by the results of the examination?—Most certainly.

4561. And that it does not depend to any extent on cramming?—Most certainly; cram will not get the best results at all.

4562. Cramming will not pass students?—Cramming as I understand it will not. I should like to know the Board's definition of cramming.

4563. Take your own; I will give you mine in a minute?—I prefer not to give one.

4564. My definition of cramming is teaching with a view to pass an examination in a mode which the teacher considers is not the best mode for educating and drawing out the faculties of the student?—No good teacher would do that at all.

4565. No good and conscientious teacher?—Yes.

4566. Do you think we can be sure that no teacher in Ireland does it; we have to deal with all manner of men?—That he does not teach in a way which his conscience condemns?

4567. Yes, are there any such?—There may be.

4568. Mr. Justice MADDEN.—I will not trouble you with ideals?—Thank you.

4569. But there are one or two practical questions in regard to which I should like you to develop your views. I understand you to attach great importance to allowing free range to the individuality of a great and efficient master?—Oh, yes.

4570. But take four or five masters, we will suppose each to be a great master, and each to have his separate individuality and methods. They all tend to produce the same result—a good scholar. At present I will deal with classics; that will do to illustrate. They tend to

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produce the same result—a thoroughly good scholar; is not that so—by which I mean, one who can translate a fair passage of the ancient classics into English, and render an ordinary passage of English into either Greek or Latin, and who has a fair knowledge of the history and literature of the ancient civilisations?—Your question is, that those were on different methods——

4571. Their several methods will all, or ought all to, tend to the same result—the production of the scholar?—Yes.

4572. And, therefore, a mode of examination which really tests scholarship, will allow full liberty to the different modes of the schoolmaster?—That is precisely my position.

4573. And a mode of examination which falls short of that, and does not test scholarship—in the sense in which I venture to describe it—but tests knowledge of a particular programme does cramp, and does limit individuality?—It does limit individuality.

4574. And, therefore, you think that by the adoption of a proper programme, liberty and individuality might, to a large extent, be secured?—I do.

4575. Now, does it occur to you that there is another side of the question with regard to individuality. Is it not possible that the individuality of these great masters might be interfered with by an inspector?—There is.

4576. That you could not be absolutely certain that the best method, and the highest kind of individuality in teaching commended itself to the inspector?—It does not follow at all that it will commend itself to him.

4577. Therefore, the danger of cramping individuality must always exist if you have any system at all?—Yes. I wish I might recall to you, on this subject, the contents of a letter I received some little time ago from a schoolmaster, whom, I am sorry not to be able to name, because I think he is one of the most excellent in the country. He has had wonderful results, considering the numbers in his small school, better than many of the largest in the country. He had a most inefficient assistant master some time ago, the most inefficient master he had ever had in twenty-five years' experience, and he wrote to me saying that "if the inspector of the type that was recommended in these days, a man coming out of the university with some sort of training in pedagogy, should come up there and find him teaching his one Senior Grade boy out of a school of about fifty, and then go into the class room, where this inefficient man was, whom he had to dismiss at a moment's notice almost, and find him indulging in such statements as this:—"Now, please, speak out distinctly, and before you speak think of what you are going to say," &c., &c., the inspector would probably commend that man as a most careful, painstaking, and experienced man, and, he added, "he would think I was a Yahoo, probably."

4578. I presume you will agree that there are objections and dangers connected with any system?—There are.

4579. But you think that efficiency of teaching in the sense of turning out efficient scholars can be better ascertained by examination than by inspection?—I do.

4580. Now, have you directed your attention to the importance of inspection as a check upon this system of examination, and as minimising the dangers which you recognise as connected with it?—Yes, I have.

4581. Do you attach importance to it?—I do not attach the enormous importance to it that I see has been attached by many. It will do good; it will be a check in certain matters in certain subjects, but it will not bring the great results that I think are unwisely expected of it.

4582. Now, considering that we must recognise that in this subject there is a difference of opinion, would you or would you not consider it advisable, if we were to obtain the necessary powers, to try the experiment of inspection on a limited scale. I wish to bring distinctly before your mind a suggestion that has been made. We cannot, at present, under our Act of Parliament give any portion of the public grant as the result of inspection. Supposing we were to obtain the necessary powers, and supposing we were tentatively to distribute a portion of our grant as the result of inspection, could we, in that way, ascertain whether the fears of alarmists were well founded, and whether the inspection would or would not command the confidence of the public—by whom I mean the class of people really interested in education; do you consider that would be a wise thing to do?—I do not think so, because I think it brings in the same evil again—making the results contingent on a report. What I think you could do, and what I think you may be able to do——

4583. Will you kindly allow me. When you use the words "the same evil," is not that a little begging the question? Assume it to be an open question, which is the best system; assume that no system is really good that cannot stand the test of experience, and that the system under the Act has stood the test of experience in this sense—that it has gained the confidence of the public; would it be desirable to test a rival system which has in its favour the opinion of some experts — would it be a judicious thing to try whether it would prove successful in this country?—I do not like being made personally the subject of experiments. You have mentioned that it has been recommended in England, but may I question that? Are the secondary schools in England inspected by inspectors, and their endowments made to depend on the reports of such inspectors?

4584. No; you are quite right. But of course I am not discussing the subject in all its bearings. The problem in England is a totally different one as regards secondary education. The opinion of experts must be regarded in view of the state of facts to which they address themselves, and the nature of their experience. We have before us the fact that men of considerable experience here and in England regard as the ideal system capitation grounded upon inspection. You would not think it advisable to adopt that system even tentatively and to a certain extent?—May I ask you another question?

4585. Certainly?—In framing that somewhat ideal scheme for them, though they had not the funds in their hands to distribute, were they not thinking of it in connection with schools that might be under local bodies?

4586. They were?—There again you have the action not of the State, but of the municipality or local body.

4587. Do not assume for a moment that I regard the fact that a man in England dealing with an absolutely different system under totally different conditions comes to a certain conclusion as having very much practical bearing on an Irish problem. I will not press you upon that subject. You think it would not be well to try the experiment?—Not when the grant in aid is depending upon it.

4588. Rev. Dr. SALMON.—Speaking of that, I think there is a little ambiguity about inspection. There are some things we can do with our present powers, and there are others that we cannot do, and I want to tell you something about the things that we can do with our present powers. For instance, you talk of giving a part of the fees on the result of inspection. We cannot do that; we cannot say that we will give half the fees on the results of examinations, and the other half, or whatever the proportion may be on inspection; we cannot do that, but we can use inspection as modifying the results of the examinations. And now I quite sympathise with your objection to have

the schools classed as a whole on the system of calling one a very good school, and another a second class school and so on; I can quite feel the serious injustice that might be done in many cases, and especially where dependent on the result of inspection, but I think in regard to particular subjects—suppose that a boy came from a school and answered very well in chemistry, he ought to get whatever exhibition was due to him as a good chemist, but would his teacher be entitled to receive results fees for teaching chemistry if you found that he had no appliances fit for chemistry; could you not apply it to particular subjects?—The system of inspection, do you mean?

4589. The system of inspection, would you apply it to particular subjects?—Oh, yes; you can.

4590. Or in regard to teaching French, if an inspector found one class reading a French book and found they had no more notion of learning French than a modern man has of learning Irish, which is that of putting up a name which you are supposed to be able to spell, but of which you do not know the meaning, and are not able to pronounce, would you not make any difference in the inspection in that case?—Yes.

4591. You would not have any objection to inspection carrying weight as far as that?—No; inspection as a corrective.

4592. That, I think, we have full powers of doing at present?—I think you have.

4593. You spoke about the Commercial Grade?—I did; yes.

4594. Which you say is a ghastly failure. Of course if it was intended that all boys should learn commercial terms I should quite agree with you that that is a mere business of cram—and not desirable. But I will just read you a passage. Here is the report of a London banker about what they ought to learn. He says:—"In fact, for the first two or three years a boy is very little help in an office, as he has so much to learn. Even if he were taught at school the rudimentary elements of book-keeping and foreign exchanges, it would be a great assistance to him from the very outset. As regards foreign languages, the ordinary English boy in that class of life knows next to nothing. He may be able to read an ordinary French business letter, more rarely German. He has no colloquial knowled[redacted]ither French and German and is quite unabl[redacted]rite an ordinary business letter." I really d[redacted]now whether in Ireland we have so many p[redacted]se commercial work makes it necessary fo[redacted]o be able to correspond with foreign countries, but certainly we want to have all careers open to our boys, and would it not be well that if a boy was addressing himself to a commercial career he should be enabled to get the education necessary?—Certainly. My position is that we have that already, and we have had it in the best schools in Ireland even before the Intermediate system was established, and that we have it still.

4595. Do you teach commercial terms to all boys?—No; and I do not think it is wise to teach them, except, perhaps, in book-keeping.

4596. In book-keeping, of course, you must teach them; but a knowledge of exchanges and those kind of things, would not that be useful to a boy whose career was intended to be commercial?—Well, the verdict of commercial and business men so far as I have met them has been this—that when we send a boy away from our school, or from most schools, at 16 years of age, the boy is probably kept the first year doing fag work, licking envelopes and stamps, making some entries in a book, copying letters, going to the post-office, and so on. It is a long, long time before he comes into a position where a knowledge of any of these terms is required of him; it would be a long time before he had control of a ledger, day book, cash book, and so on, and probably most of the boys will never have control of those books.

4597. Now about cram. You have declined to give us your definition of cram?—I do not decline, but I prefer not to

4598. I think cram is rather run down. Lord Justice FitzGibbon gave us a definition of cram. He told us that it was learning for an immediate object, getting together a great quantity of knowledge for an immediate object, which would be utterly useless afterwards, and which one tried to forget?—It is a very good definition.

4599. And then he went on to tell us that half his life had been spent in cram, that he had every night to work as a barrister for two or three hours getting up the contents of his brief, getting an amount of knowledge that he would have to show at ten o'clock next morning, and by four o'clock next day he had forgotten all about it and wished never to remember it again for the rest of his life. Do you not think that the capacity of being crammed is a very valuable capacity?—Manifestly.

4600. Then it is not altogether injurious to a boy to be set to work and work very hard to prepare for a given examination; the thing itself is not so very objectionable?—No; as an incident in his career it is not, but if it were made the whole business of his school career it would be very bad.

4601. I quite agree. Now about *viva voce*. It was said that the English people will not adopt it because it would give such an unfair advantage to a boy who is quick and ready, and has his knowledge ready to produce at a moment's notice. Do you think it is a disadvantageous accomplishment to take in quickly and produce it when it is wanted?—No, it is a very advantageous one, but on the other hand you go away with a misunderstanding of the boy who has not given very much information in the circumstances. I think probably this Commission will already have had experience of men who have sat in this chair with very distinct convictions and opinions and who under cross-examination have been led off the ground that they intended to occupy.

4602. *Viva voce* is highly desirable of course; there are some subjects that we cannot examine at all or do justice to without a *viva voce* examination?—Yes.

4603. And some of them we have been obliged to drop out altogether or assign them very low marks. Can you give any practical suggestion of how we could introduce *viva voce* examinations without too great inequality?—Take the subjects that require it most. I do not see why the Intermediate Board should not insist upon a practical examination in chemistry. I cannot understand why it is not done, and has not been done; it is difficult, but it is not impossible.

4604. The difficulty is this, that there are a great number of centres. How are we to divide each school; can we bring a boy a great distance from his home to undergo this practical examination, or how can we provide examiners at different schools to give a practical examination; and if we can, can we have any kind of equality between the examiners we employ?—Of course you must do something which will hurt someone or some section of the people, I suppose, but you cannot have a practical examination except in a centre where there is a laboratory, and if there is not a laboratory within easy reach of some of these schools that you speak of then it follows that it is not worth while trying to teach chemistry at those schools. You simply declare that if a boy takes chemistry he must be examined in a centre where there is a laboratory, and if he has been taught in a school where there is no laboratory it is not worth while simply going in on book knowledge when he has not seen any of the chemicals.

4605. Then your ideal would be to have a practical examination in some selected places where there were conveniences for examining?—I think that in every

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respectable town there would be some sort of laboratory sufficient for doing the work which the Intermediate Board would like to have done.

4606. The ordinary "centre superintendent" is not required to know anything about the subjects that he examines in; he simply has to take into his charge certain papers, hand them to the candidates, and take up the answers; but if this suggestion is adopted we must have a set of locomotive examiners as well?—Yes.

4607. Is it so very easy to get a sufficient number of competent men in a very large number of places all through the country to hold *viva voce* examinations, say, in chemistry?—I think it is.

4608. In my experience it is not. To take another subject, suppose colloquial French, the ability to pronounce French and to understand it when spoken—how would you test that?—That might be done by subsidiary inspectors.

4609. Subsidiary inspectors?—Inspection, I think, might be of advantage as subsidiary, as corrective.

4610. I think as far as results fees are concerned we can very well adopt it; but could we bring it in in reference to competition for exhibitions?—No; but surely you can have your inspectors, or a limited number of inspectors, to visit schools, to hear the French, German, or Italian taught, and, if need be, even Latin and Greek, and if the master who is teaching French or German is teaching it in the style that you have been explaining to me, then let it be an instruction to order the school to remedy the defects, or no boys will be received in that subject the next year.

4611. There is the great difficulty that our scheme does not oblige us to take only boys that have been at a school; any boy may present himself as a candidate for an exhibition who has been in no school at all; his teacher gets no results fees, but you cannot exclude the boy?—I do not think the law need concern itself with such a very small fraction as that.

4612. It is not a small fraction, I believe?—The number of those who come in from their homes, and not from schools, is, I think, a small fraction.

4613. If you say that we should make a rule that we will not receive a boy who has not a good report from the inspector at his school, you do not make an order that no boy shall be admitted to the Intermediate examination who has not been to a school recognized by the Board; that, of course, we could do, but is it desirable?—No; but I do not think it follows. I think that the number of those who enter from their private dwelling, not having been at school, is so small compared with the vast number who come from schools that they need scarcely be considered.

4614. Mr. Justice MADDEN.—Would you let them come in, or would you exclude them?—I would let them come in.

4615. Without certificates?—Yes; they are too small a number to make any difficulty over.

4616. Rev. Dr. SALMON.—Then a boy who goes to school and does not get a good report from the inspector is not to be allowed to compete; but if he did not go to school at all he would be allowed to compete?—I am not speaking of the individual boy getting a certificate.

4617. I am speaking of that. I quite agree you could do it independently of the school. There is another thing in your evidence; it is a point upon which I wish you could give us some guidance; it is about appointing an inspector. You say that we ought not to appoint a short-sighted inspector, but ought to appoint a schoolmaster. Am I to infer that schoolmasters are never short-sighted?—No. I am afraid I must plead guilty to having written these answers upon your sheets first-hand, without keeping a copy of them.

4618. Our great difficulty about the superintendents is that we have no check at all upon the manner in which they do their duty unless persons complain to us, and there is no one present at the examination in many cases except the boys?—I really consider that of comparatively small importance, compared with the much more important issues that are before this Commission.

4619. O'CONOR DON.—If the penalty for not teaching modern languages as living languages was confined simply to the results fees in the schools, do you not think that would be quite sufficient to secure that they would be properly taught?—That is what I have suggested.

4620. There would be no necessity then for extending that penalty to individuals?—I do not think there would be.

4621. You have spoken very strongly against the substitution of inspection for payment on results of examinations, and I find that you say in your paper, "It is a proposal which might be expected from faddists, and from those who wish to create an additional profession in the country, but probably from few others who are acquainted with the country." Do you think that many of the headmasters of schools agree in this opinion of yours?—Yes, I should think a good many do.

4622. I suppose you have been in communication with a considerable number of headmasters? Do you belong to any of the Associations of Teachers?—I belong to the Schoolmasters' Association, but I have not been present at their meetings; their meetings are held at a very inconvenient time for me, in my Christmas holidays.

4623. Do you know from personal communication with them that a great many join with you in that view?—Those colleagues in the profession who are friends of mine I know nearly all, without exception, hold the same opinion upon that matter as I do.

4624. Do you think that if there were a proposal made in Parliament to give us the power of granting payments solely upon inspection that such a Bill would meet with great resistance?—I think it would. Of course we should be bound to submit, but I think it would be a failure.

4625. Rev. Dr. TODD MARTIN.—In regard to the difficulty raised by the Provost. There are boys not attending any school who compete for honours, I suppose?—Yes.

4626. Would it not meet the difficulty if such a boy entering our examination received notice that he must attend at some convenient school to be tested by the inspector in readi[redacted]nch, say?—Yes, that would meet it, if you [redacted] to meet such as I should consider, a small [redacted] of cases, that would meet it.

4627. Granted that there [redacted] be but a small number of cases, but that if it is desirable to meet them, that would effect the object?—That would meet it.

4628. The question of *viva voce* examinations has been before us. There might be a tendency, might there not, to specially prepare boys for *viva voce* examinations?—Yes. I know that there is such a thing as special preparation, or what is sometimes called "cram," for *viva voce* examinations in modern languages.

4629. That really exists?—That really exists.

4630. And is quite possible?—And is quite possible, and in the ordinary case "comes off" very successfully.

4631. I was rather thinking of giving special attention to boys as to quickness and readiness in answering and making a good show before an inspector. Might not a teacher attempt that?—He might attempt it. But I think that *viva voce* examination is a very serious matter, indeed, for great numbers of young people. They are by no means at their best, but are rather at their very worst at *viva voce* examinations. I attach no such importance to the *viva voce* examination as I have seen attached to it in the evidence of those who have preceded me. I cannot see the extraordinary virtue of *viva voce* examinations

except in such matters as the pronunciation of modern languages and the practical handling of chemicals and apparatus.

4632. I was leading up to this point: We have gathered, it has been suggested, to hear all possible objections to the existing system, but as we have to make up our minds, we are bound also to consider objections to any proposed new system, and I was leading up to this point, that if a teacher asks the State to give him a money grant does he not, in making that request, subject himself to limitations?—Certainly.

4633. And ought to be so subjected?—Yes.

4634. The State should be fully satisfied that he is doing the work the State intends to pay for?—Yes, certainly; the State should be satisfied that it is getting value for the money it gives.

4635. You cannot, therefore, give perfect freedom to any headmaster who comes to the State asking for money from the State?—No. The freedom is of a different sort; there is a difference between giving it to a servant of the State and to a man who is not a servant of the State.

4636. Now about the programme of the board. What is the special limitation of your freedom as a teacher of classics caused by our programme?—It is very little more than that I am compelled to read certain books, and very often that, in consequence of that, I am compelled to work with certain editions, which are not good editions at all in many cases. It also follows sometimes in the case of an ill-drawn paper, and in view of such a contingency, which, after all, is not so very common, you pay more attention to what I might call the abnormalities and rarities in a language than I should be inclined to do, if I were working with absolute freedom. These are about the only instances that occur to me.

4637. These represent fairly the limitations that press upon a headmaster or a teacher of classics under the present arrangement?—Yes, and with the exception of the first, I do not think they are very serious.

4638. And you would get rid of the first by prescribing a very limited portion, and enlarging the examination as regards unseen passages?—Quite so. I should say at the same time, although as I said before, I am not a teacher of modern languages, I think that in modern languages it would be well to do without any set course at all.

4639. Just in connection with the first point: would you consider it advisable to take Greek and Roman history out of the examinations in classics, and make them part of a special examination on history?—Well, I have recommended already in the evidence that I have sent in, that it should be taken from the Preparatory Grade altogether. It seems to me to be absurd to find young pupils of that age giving forth all about certain Greek and Roman legislation and constitutional changes which they do not understand at all, and which there has been no time to make them really understand thoroughly. I would take it from the Preparatory Grade altogether if the Preparatory Grade is to be retained. Whether Greek and Roman history should be put into the other subject suggested or not, is a question that there is a great deal to be said upon. Certainly, I should like some thing done—such as a general European history, of a somewhat elementary kind, made a part of the work of the schools.

4640. Is inspection altogether free from the danger of interference with the master when it is an inspection on which the payment of fees depends?—No, I do not think it is.

4641. It interferes quite as seriously as our present system does?—Very probably it does.

4642. Not speaking of yourself of course, have you known headmasters who, under the present system, have been able to make the whole school feel the influence of their personality?—Oh, yes.

4643. And to produce very excellent results?—Very excellent results.

4644. You have already answered with regard to freedom in England. Of course the conditions of secondary education in England are very different from what they are here?—Quite different.

4645. There you have great schools which are quite independent organisations, and are not dependent on the State in any way, such as Eton and Harrow—Yes.

4646. Again, I think you said that there are secondary schools there under local authorities?—Yes.

4647. And a large number of private enterprise schools, and schools under educational organisations that supply education?—Yes.

4648. So that in making their recommendations, the English Commissioners had to deal with a very complex problem?—Yes.

4649. And, excepting such aid as is under the control of the local authorities, am I right in supposing that they were not proposing legislation to control funds contributed by the State?—Would you repeat the question?

4650. Except so far as contribution from local taxation is concerned—and the distribution of which is under the local authorities—they were not dealing with schools seeking payment from the State?—Certainly not, as I understood it.

4651. So that we are not quite free to conclude that if they had been dealing with another condition of things they would have dealt with it just as they did with English education?—Not at all; there is no analogy between the two cases at all.

4652. Has there been in an entirely voluntary way a large development of external written examinations in schools in England?—There has been.

4653. Would you tell us what is the fact in that matter?—I believe there are some four or five different Boards trying to do what this Board is doing in Ireland much more efficiently, I think. You have got the Oxford Local, the Cambridge Local, the Oxford and Cambridge Joint Board, the College of Preceptors, and the Society of Arts—five different bodies at least, and there may be others—and I believe that last year these bodies together examined, speaking generally, after the manner that you examine, some 50,000 pupils in England. Hence I infer that examination is the test of English secondary schools also, as it is of Irish.

4654. Let us come to some of the evils that have been alleged to be produced by this system. Of course I am not intending to touch on any that might be remedied, say, gradation of papers and such like. It has been alleged that the fees and rewards that we offer induce the teachers to adopt bad methods in teaching. Has that, as far as you have observed, extended very largely?—I do not think so. In the matter of science—physical science—it has led to too much book work, of course, and too little practical work.

4655. But in regard to the subjects which you teach the boys, and the mode of your teaching, has it had any very considerable effect upon them?—No, I do not think so.

4656. So that a really good teacher, doing his work honestly, is as likely to succeed—his pupils are as likely to succeed—in the examinations of this Board as a teacher following any other method?—Certainly.

4657. Do you think the results have proved that?—I think the results have certainly proved it.

4658. Now, it is said that the system has caused grievous over-pressure, and that serious injury has been done to the health of many of the boys by over-work. What is your experience in regard to that?—Well, I have found it very hard to over-work an Ulster boy. I do not know what is the case elsewhere. He does not allow himself to be over-worked. I have seen occasionally a boy with a very highly developed conscience, indeed, who would try to do the impossible, and who would sit up very late at home if he were allowed; but wherever that is seen, speaking of

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ourselves personally, we have tried to put it down by sending recommendations home. But it occurs very, very rarely, as I say. The boy we have to deal with does not allow himself to be over-worked.

4659. And he has not allowed it to make him entirely indifferent to field sports?—By no means. May I say on that matter of field sports I observe it has been said in support of that that the game of cricket has disappeared from the schools. Well, it has disappeared very much, but the reason of that is not the Intermediate system, though it may have contributed in a slight degree, the time of the examinations being at the end of June. The real reason why it has largely disappeared from our schools, though not altogether, is the position of our mid-summer holiday; we close during the months of July and August, and those are the great cricket months.

4660. There is a more serious objection raised to the system—a very serious one, I think, if it can be maintained—that it operates very injuriously from a moral point of view—that is to say, it fosters in boys a greed of money rather than a love of learning. What is your experience with regard to that?—I do not think that I should be right in saying that I have seen a spirit of avarice very much increased among boys, and I do not know that boys generally ever did work from the pure love of learning. I think a great deal too much is made of these things. I should like to see these exhibitions very much reduced, but after all does it do much harm to a boy to think that perhaps he may be able to buy a bicycle next year?

4661. In that matter what is your view as to the mode of payment of these exhibitions; would you make them contingent upon continuing at school for the next year, or leave them free as at present?—I do not think you can make them contingent on staying on at the school; I do not think it would be fair to boys in certain circumstances. Supposing you have a boy of extraordinary faculties who has appeared in a little district where there is a small school; it would be a scandal and a tragedy I think to keep that boy in that place.

4662. I was not thinking of that, in which I quite agree with you; but at any school: that is to say, should we make it a condition that the money should be spent upon the further education of the boy?—If you can devise any means of doing so, I agree, but I do not think you can.

4663. Dr. BARKLEY.—Your school has a department of experimental and physical science has it not?—It has.

4664. And you prepare boys for the examinations of the Science and Art Department?—To a very small extent, of recent years.

4665. Are those boys of the same age as go in for our examinations—are they going in for an Intermediate course of education in other respects?—They are.

4666. Do they present themselves in scientific subjects in our examinations also?—They do.

4667. Do you think there is anything in our system which interferes with a school connecting itself with the Science and Art Department and obtaining rewards for our science examinations as well?—I think there is. I think you could take greater advantage of the South Kensington grants by assimilating your course in science to that of the South Kensington syllabus.

4668. That is a matter as regards which there might be some consultation between us and the Science and Art Department as to the best way of escaping any difficulty that now exists?—Of course there is a certain objection to multiplying examinations. I suppose it is altogether beyond possibility that this Board should recognise the examinations of the South Kensington Department?

4669. That is a different thing; but what are those examinations—are they general examinations like ours or examinations in the school itself?—The South Kensington ones?

4670. Yes?—They are examinations in specific subjects.

4671. But are they examinations in which the same papers are set before the boys in all schools, or are special papers set before boys in a particular school to test that school?—They are universal.

4672. Then there is that difficulty—that a boy may have to go in one month to the examination of the Science and Art Department, and the next month, or two months later, he may have to go in for our examination?—That is so.

4673. And we can hardly remove that difficulty?—Not unless you have the power to recognise their Science examinations as yours; and I do not suppose that is probable.

4674. Mr. Justice MADDEN.—Not under the present Act?—If it were possible I think it very advisable, because I do not look with favour on the multiplication of examinations.

4675. Dr. BARKLEY.—By assimilating our course as far as possible with theirs, the boys would really not have any different course of work to do in order to prepare for our examination?—Quite so; and that is a relief that is in your power I think to grant at once.

4676. As regards the grants earned from the Science and Art Department, are those grants given for the purpose of assisting in the maintenance of the school, or for the purpose of enabling you to maintain your laboratories and equipments?—For the purpose, first of all, of helping to pay the teacher, and, secondly, for the purpose of keeping up the laboratory, fittings, specimens, apparatus, and so on.

4677. I suppose there would be no objection to our accepting the certificate of the inspector of the Science and Art Department that the teaching of physical science in a particular school was what it ought to be?—I do not think there is any difficulty about it at all; but on that point you would get the best evidence from Mr. Preston. But I should think his report ought to satisfy the Intermediate Board.

4678. Before you received your present appointment you had had some experience of a small school?—I had.

4679. You were for three years in Larne, I think?—Yes.

4680. With reference to your experience, what would you say as to the character of the work which is done in small schools in country towns?—Well, I should say that the Intermediate system made life somewhat harder for the small schools. At the same time, it brought an endowment within their reach. But it makes it very difficult in this way—that it requires nearly the same complicated machinery to run a small school as to run a big one. You have your four grades. Now, supposing you have a small school, say, of fifty boys; it may be you have ten Junior Grade boys, three Middle Grade boys, and, perhaps, one Senior Grade boy, and that one Senior Grade boy has to have a whole series of classes all to himself, which is not economical.

4681. And even though the school as it is may be able to give the Senior Grade boy proper instruction, he has considerable inducement to go to a larger school, where there would be greater advantages to be got, would he not?—Yes.

4682. So that we cannot judge by the number of boys presented in the Senior Grade or the Middle Grade by a small school as to the character of that school?—Not very well from the Senior Grade, I think; in fact, many of the masters of the small schools recommended the abolition of the Senior Grade, and I suppose it is that difficulty that drove them to do that. On that point may I correct something that I have said on the question of the grades. On page 203, under Part 2, Section 2, Rules 10–19, I say—"but if the Preparatory were abolished, then it would be well worth while to consider whether the ages for Junior, Middle, or Senior should not be reduced by one year to 15, 16, and 17." I have suggested that, but, after consideration, I have

changed my opinion on the matter, and I think it would be disastrous to the interests of the best schools in the country to abolish the Senior Grade. I have thought over it again and again, and that is the conclusion I have come to.

4683. It is not a question of abolishing the Senior Grade, but of reducing the age?—The boys in that grade and age help to give a tone to the school that it fails to get in any other way.

4684. Do not the senior boys consist largely of those who have got Junior and Middle Grade Exhibitions and desire to retain them?—Very often, yes.

4685. What do you think of that system of retaining the exhibitions. Would you prefer to continue it, or would you prefer to give a larger number of exhibitions in the Senior Grade and abolish it?—I do not know that I have a very strong opinion on the matter.

4686. Going back to the small schools; a small school, of course, cannot undertake a very ambitious programme, but if it limits itself to the subjects that the members of the staff are qualified to teach properly, you think it does useful work?—Distinctly it does.

4687. And that many boys get an Intermediate education in consequence of these small schools being open to them who might never enter a larger school?—That is so.

4688. And many of these small schools have no endowment at all, and owe their existence to the grants that they can obtain from us?—That is so; and to school fees.

4689. While others have small endowments, but those endowments are hardly adequate to maintain them, if we laid down strict rules as to the number of pupils?—No; for example, at the school you spoke of, the Grammar School at Larne, the endowment was only £35 per annum.

4690. What staff had you there?—Two masters.

4691. Yourself and another, or yourself and two others?—Myself and two others.

4692. Three masters altogether?—Three altogether.

4693. There are a good many schools in that position over the country?—A good many.

4694. And many of them are doing useful work?—Very useful work. In the third year, I think, that I was at Larne, we sent up ten boys who passed; one got a Junior Exhibition and another a £10 prize.

4695. Eleven out of a total of about fifty?—Out of a total of about fifty.

4696. I see you object strongly to our commercial course. Does your objection extend to having an entirely separate commercial course, which we tried for two years once, though perhaps we made a mistake in beginning at the Middle Grade?—It applies to any system that tries to produce a specialised boy with a special knowledge, because I think a boy who is going in for business requires after all, up to a certain point at any rate, exactly the same treatment as a boy who is going into a profession or quasi-profession. There are certain subjects which he must take. Mathematics will be the same, English will be the same, geography the same—taught commercially of course—history will be the same, and he has the opportunity of learning writing, of course, shorthand, and book-keeping. I do not know what further is required, and it seems to me that such papers as those that have been set on commercial subjects—well, I prefer not to say all that I think about them.

4697. Of course our present papers in commercial subjects are to be explained to some extent by the fact that the boys had to pass in the language generally before they got these papers at all, so that the papers are necessarily confined to something of a more technical character than if they were quite separate commercial papers?—May I point out that just before I came up here I looked at some of these papers, and if you go through the papers of, I believe, 1896, from the English of the Junior Grade right through, you will see this. Look at the Junior Grade commercial German, and you get in that the terms of one particular trade, viz.,—the paper business. In the Italian, you get a discussion about borax, and if you look at the Spanish of the same grade you will get a correspondence on the subject of the wine trade. My point is that, if you get a Junior Grade boy who is to learn German, Italian and Spanish, he must learn the trade words of three businesses—that is, the paper trade, the chemical trade, and the wine trade—in order to prepare for this examination.

4698. That is an objection to our system as it at present stands, but if we had an entirely separate commercial course, and all questions on the language included in the commercial paper, there would not be so much of it?—But I object to any of it, because a boy, if he goes into a business, will learn the technical terms in the first few months. Why should we give up so much of the time of the school, which is so precious, to that work?

4699. Mr. Justice MADDEN.—And there is also this consideration. He will not only have to learn the technical expressions of those three trades, but must be prepared to learn the technical expressions of every trade, because he cannot tell which will be taken?—Precisely. Then, if you look at the Senior Grade of that same year, I should say that the French commercial questions are on metal, the German on finance, the Italian ones miscellaneous, and the Spanish miscellaneous and finance.

4700. Dr. BARKLEY.—I see you have made a remark about the question of withholding scholarships from pupils having scholarships under private endowments. Apparently the rule annexed to the original Act might be extended to cases of that sort, but the terms of the rule are these: "No exhibition or prize (except medals or minor prizes) under the Act shall be tenable by any student holding a scholarship exhibition or free scholarship from any other endowment." You see the result of that would be, that if a student held a scholarship, which simply meant that he would pay no fees for a year, he would be excluded from any of our exhibitions or £50 prizes?—Except the cases where your exhibition of £50 was more than the prize.

4701. That might be a way of meeting it, but it is hardly consistent with the terms of this rule as it stood in the original scheme?—Still, I would rather have the rule as it stood in the original scheme than the revised rule under your present scheme.

4702. I think the revisions were owing to difficulties that presented themselves to us from time to time. For instance, we cannot always tell when a boy is exempted from school fees by way of a scholarship. We have no means of knowing what private endowment a boy may be receiving aid from unless he or his schoolmaster chooses to tell us?—You must, of course, have some confidence that the schoolmasters will see that the system is properly carried out; you must trust somebody.

4703. Then, you think it should be qualified by limiting the rule to the particular amount that the boy receives from the private endowment, but he is to receive any excess?—I think so, yes; I think that would be fairer than as the original rule stood.

4704. Most Rev. Dr. WALSH.—You complain of the examination papers in languages in the commercial course?—Yes.

4705. Do you think that the papers to which you have very properly called attention were really within the limits laid down in the programme?—How do you mean within the limits of the programme?

4706. You are aware that we issue a detailed programme, assigning the matters required in each particular department?—Yes.

4707. Do you think that those papers were within the limits laid down by that programme?—I think they were; yes.

4708. Well, I notice here that the programme is very specific in speaking of the commercial terms that come in—"the general terms employed in commerce and industry." Do you think it was a fair thing for an

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examiner under that programme to give terms that are not general, but particular terms for a special trade. I confess it seems to me unfair; what do you think of it?—I think it is quite absurd to have to teach such things. Why should I be expected to teach a boy at school the French or German for "contango" or "backwardation." He does not want to know the meaning of such terms even in English.

4709. Do you mean that even general terms should not be specified?—They should not. What does a boy want to know of "agiotage" for instance, and that sort of thing?

4710. But, as a matter of fact, however this may be, the particular matters you refer to in the examination papers were quite outside the programme?—I am quite prepared to admit that; if that is so, the examiners have transgressed.

4711. You were asked about the policy of continuing exhibitions?—May I interrupt your Grace for one moment. In regard to the commercial course I have another thing to bring before this Commission, and that is this. I presume that in trying to devise something that would suit boys going to commerce, they chose those matters which they thought would be actually useful to them as young men going into commercial life; that goes without saying, I suppose. Can you explain to me, your Grace, what use commercial history (although it is an excellent thing) would be to a boy going into an office?

4712. Do not suppose that I am defending the existing system at all—quite the opposite. I want to get from you, as far as I can, any suggestions you have to offer to us for the amendment of the system. You think it is not desirable that this particular point should be retained in the programme?—Certainly not; I should sweep away the whole separate commercial course.

4713. You would sweep it away altogether?—Altogether, because I think you have, in the ordinary courses, a sufficient, and a broad and liberal provision made for a commercial boy.

4714. And that there should not be a separate commercial course—that you think distinctly?—Distinctly.

4715. Coming to the other point of which I spoke a moment ago—the system of continuing exhibitions from year to year—do you think that is a good system in the interests of school work?—Perhaps it is not. It does happen that a frivolously-minded boy gets an exhibition, and he then rests on his oars, and does not do his best afterwards.

4716. I always like to test a matter of this sort by taking particular cases. I have here the results in last year's exhibition and prize list. I find that in the Senior Grade a boy who scored on his year's work 2,718 marks, got nothing in the shape of an exhibition, and that a boy who scored 1,753 (that is a thousand less) got £30 on that year's work. Do you think that a very desirable means of encouraging application to the studies of the year?—No, I do not.

4717. And while this boy who scored 1,753 marks, got £30, another boy who scored 2,640 got only £20. These are anomalies, I take it, inherent in the present system?—Yes; I would not advocate that at all.

4718. And you think it would be better to give a number of, say, £50 prizes, a number of £30 prizes, and a number of £20 prizes on the work of the Senior Grade for the actual year?—Of the actual year; yes. I would not stand by any particular sum, of course.

4719. Nor would I. I do not ask you to commit yourself to any sum. I am speaking merely of the principle, that by abolishing these continuing exhibitions, you would be able to distribute the rewards on the ground of the boys' work in the particular year in question?—Yes.

4720. It seems to me that this would have the incidental advantage of securing a boy against the great hardship of being thrown out from an exhibition, and down to a mere prize, by a difference of a very few marks?—That is so.

4721. As an experienced schoolmaster, you must see that a difference of a very few marks may easily have that result, under our system, and that it becomes therefore a matter almost of mere chance?—Yes.

4722. So that on both grounds it would be desirable to abolish the system of continuing exhibitions?—Yes.

4723. You spoke of small schools and the effect of this Intermediate system upon them. I am taking now the system as we have it, and I think I understood you to speak of small schools of about fifty students. Now, in a small school of that sort how many pupils would you expect to find passing the Intermediate examinations—in a school of fifty students?—I should not expect to find many.

4724. About how many?—I should think ten out of a small school of fifty would be a very liberal proportion of the total attendance, because of those fifty you might find that fifteen were quite young children almost, and then a certain other proportion of them would be boys coming in without any preparatory training, and some who simply wanted to be prepared, say, for the matriculation of some university.

4725. Then there would be thirty-five within the limit of age?—Yes.

4726. And if out of those thirty-five, ten passed the Intermediate examination, you would think that a fair proportion?—Yes. I am speaking now without having considered the matter at all in detail.

4727. Oh, yes, I understand that. At all events, you think it would be unreasonable to suppose that a great majority of the boys, even within the limits of age, should go in for our examination and should pass?—I do not understand the question.

4728. I ask whether you think it would be unreasonable to expect that a small school—or a large school for that matter—should be able to pass the majority of its students. I speak of those within the limits of age?—I think it would be unreasonable, because there might be many causes besides those I have mentioned which would prevent the students of the school from going in.

4729. Do you think it is very satisfactory that we have no real test, in the majority of cases, to apply to the majority of the boys in a school?—Well, I think that although only a certain proportion—say, thirty or thirty-three per cent. of the school, varying below and above that—do go in for the examination, and perhaps pass the examination, although it is only thirty or thirty-three per cent., it does not follow that the Intermediate system is not testing the rest of the school.

4730. In what way does it test the rest of the school?—Because you have given an organisation to the school, and all the boys of the school are doing the Intermediate work. But there are many more reasons why you get a smaller percentage going into the examinations than perhaps a person outside the school would expect.

4731. I am quite aware of the fact that you must have a small proportion under our system, but what I ask is—is it a fair and satisfactory way of distributing a school grant of £80,000 a year, when it leaves the majority of the boys in the schools untested by any State authority?—A large proportion of those who do not go in for the Intermediate are of an age lower than the Intermediate takes.

4732. I am speaking of those within the limits. We are speaking of your school of fifty; you say fifteen of these will be below the age for the Intermediate, that leaves thirty-five, and of these thirty-five only half or one-third will go in for the Intermediate examinations? But you must leave out also a certain percentage who are above the age—a certain percentage who want to be prepared as quickly as possible for matriculation in a university, or something else, and who will not go in for the Intermediate examinations.

4733. As regards those boys, would it not be desirable that there should be a means of examining them at all events, even though we were not in a position to give them exhibitions and prizes?—It would.

4734. And I may take it that you do not object to over-age boys being admitted?—Not at all.

4735. I assume that some of the boys you are now speaking of are older still than the over-age boys, would it be desirable to raise the over-age limit so as to provide for the examination of all the boys in the school, irrespective of age?—It might be advisable, except in the Senior Grade. I would not want any boy of twenty to remain in the school.

4736. No; but would you say nineteen?—I should like to keep boys until they were on the verge of nineteen—not over nineteen.

4737. I did not quite follow what you said about the introduction of inspection. First, I may take it, that you do not at all object to the introduction of inspection into the schools?—In what sense?

4738. Take the thing absolutely. You do not make an absolute objection to the introduction of inspection?—In other words you mean that I myself would not object to be inspected? I would not.

4739. You do not consider it an undesirable thing to have other schools inspected as well as your own?—No.

4740. What you object to, as I understand, is the substitution of inspection to such an extent as would involve the abolition of examination?—If the inspection decided the amount of the grant in aid I would object.

4741. You recognise that in some particular matters inspection of the school is desirable?—Yes.

4742. And these matters are?—Languages and science—chemistry, and so on.

4743. That is, natural science. I heard a very eminent mathematician say it was impossible to examine a boy satisfactorily in Euclid without oral examination. I suppose you cannot have that without some kind of inspection. Perhaps you do not agree with that view?—No.

4744. Do you think a boy can be satisfactorily examined in Euclid on paper?—I do.

4745. You do not think a *viva voce* examination very important in finding out in that particular subject what a boy can do?—I do not think it very important.

4746. With regard to those two, languages and chemistry, or, let us say, natural science?—Experimental physics, yes.

4747. What is to depend on the result of the inspector's report in these matters?—Well, in the first place those schools that are trying to send boys in to pass an examination in, say, chemistry, without having any apparatus or facilities for practical instruction, their boys could be refused in that subject until certain equipment satisfactory to your inspector had been provided.

4748. One of the witnesses examined here said that we might be satisfied with the amount of equipment that is required by the Science and Art Department?—Yes.

4749. Now, you have experience of working under the Science and Art Department. Should you take that as satisfactory?—Oh, yes, I think so. Of course, I do not think that chemistry can be taught to any very great extent in schools.

4750. But you hold that so far as it is taught it should be taught experimentally?—Certainly.

4751. Not as a matter of mere book-knowledge?—No.

4752. What about shorthand; do you think that it is a thing that can be taught out of books, and tested by a written examination?—I think it can be.

4753. What is the great use of shorthand—is it not to enable a person to take down what somebody else is speaking—delivering himself of orally?—Yes.

4754. You have shorthand taught in your school. Is it taught on that principle (I take it for granted it is, otherwise I would not ask the question) that somebody gives out a piece of matter by dictation, and the boys take it down in shorthand?—Yes.

4755. Is that branch of schoolwork tested in our examinations?—No, not in that particular way.

4756. Could you devise any particular way in which it could be tested under our system?—Your present test, though not a perfect test, I think, is as perfect as can be devised.

4757. You mean, putting a printed paper before a boy, and asking him to make a copy of it in shorthand. Do you think that is as perfect a test as can be devised?—Yes, I think so.

4758. Without having any test of his ability to take down dictated matter in shorthand?—Well, he has been taught, of course, ordinary longhand, and he is accustomed to take notes in longhand at a very rapid rate when his teacher is giving certain lessons to the class; in that way he gets the kind of training you speak of, and I do not think it is altogether indispensable in teaching him shorthand.

4759. You are contemplating the case of a school where shorthand is taught as it ought to be?—Yes.

4760. Is there any guarantee that shorthand will be taught in that way? Is there any test in our examination that boys may not be simply drilled in copying from a printed book in shorthand? Have we any guarantee against that?—You have no guarantee, but I do not think it is a very serious evil even if it is going on.

4761. Then your view is that it is not a very serious evil if the teaching of shorthand to boys consists merely in drilling them to copy from a printed book in shorthand?—It strikes me as a very valuable accomplishment, even if done in that way.

4762. You do not think it is a serious drawback if shorthand is not taught by dictation?—I think it will be so taught.

4763. But is it not a serious drawback when not taught in that way?—I would rather not take the phrase your Grace uses.

4764. My question is an exhaustive one: either it is or it is not a serious drawback. I consider it is, and I should like to know your view?—I consider it is a drawback, but not a very serious one.

4765. Is it your view that it is not a serious drawback in teaching boys to write shorthand simply to give them a printed book, and tell them to copy that into longhand without ever having heard a word of spoken English which they are to write down in shorthand?—It is a drawback, but not a very serious one.

Very well; we understand one another on that point.

4766. Rev. Dr. SALMON.—You asked first, "Is it a good way to have shorthand taught"? Now the question is, "Is it a bad thing that shorthand is only tested in that way?"

Most Rev. Dr. WALSH.—I asked the question for a particular reason. Our system of examinations of shorthand is that a piece of printed matter is put before a boy, and he is told to copy that printed matter out in shorthand, and a piece of shorthand which he is directed to transcribe in longhand. My question was—Is there any guarantee under our system that shorthand is not taught on the lines that are tested by that examination; and then I asked—Is it not a serious drawback to have it so taught?

4767. Rev. Dr. SALMON.—If so taught, surely; but supposing we cannot give any better test, it does not follow that shorthand would be taught in that way. I should like to ask you this question, Mr. Jones. You talk of boys taking down notes in longhand very rapidly. I speak in a feeling manner: does that improve the boys' handwriting?—No, it does not. May I ask a question of your Grace? Do you attach very great importance to the shorthand instruction?

4768. Most Rev. Dr. WALSH.—Well, I do—for commercial purposes?—I am told by a great many

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business men—I do not want to disparage the teaching of shorthand, because I think we teach it very thoroughly, and I think the year before last one of our boys was actually first in that subject—of course it is not a very high subject—but I am told by a great many business men that it is sometimes a disadvantage for a boy, in a great many business houses, to know shorthand. We send a boy into the office of some great commercial house, perhaps there is an office staff of 70, and the total number, out of the 70, who write shorthand, is three; and those three, who are known to write shorthand, will perhaps be kept writing shorthand too much, and it interferes with their advancement.

4769. Why, then, do you teach them shorthand?—Well, it might be a sufficient answer to that to say that the public requires it.

Rev. Dr. TODD MARTIN.—Could not shorthand be tested as you propose to test the reading of modern languages—by the inspection that you suggest?

Most Rev. Dr. WALSH.—I will adopt that question of Dr. Todd Martin's.

4770. Rev. Dr. SALMON.—Even the combination of shorthand with typewriting is very common indeed in commercial houses?—I do not know anything of that.

4771. The clerk takes down the instructions of his employer in shorthand, and then goes and typewrites them?—Well, I know something of typewriting, and I know that typewriting is done, in the part of the country from which I come, almost entirely by girls and women, and that they make at that from 10*s.* up to 18*s.* a week. It is not our business to prepare boys for that—to be typewriters at 12*s.* a week.

4772. Would you have it taught in girls' schools?—No; not in girls' secondary schools.

4773. Most Rev. Dr. WALSH.—Taking that useful question which Dr. Todd Martin suggested to me, could not the shorthand be tested by some system of inspection?—I think so.

4774. At all events you could test this—you could ascertain that shorthand was taught in a proper way?—Oh, yes.

4775. And that could be done by having the inspector present when the lesson was being given?—That is so.

4776. To what extent do you think the teaching of modern languages should be tested in a school?—I would have the inspector come in, hear the master teach, and ask one or two boys to read the text.

4777. I have not fully taken up your view as to the consequences that should follow from an unfavourable report in these matters?—Will your Grace take a specific case?

4778. Well, take modern languages?—Suppose the inspector finds the teacher of French unable to pronounce the language properly himself—because I do not anticipate a case where a man who does speak French, and pronounces it properly, could allow a class of boys to say, "Nows allons," and that sort of thing.

4779. We are told it is going on as a fact?—It has not been proved to me that it goes on.

4780. It has been proved to me?—I decline to accept it, to any large extent.

4781. You will admit that it is a possibility?—It is a possibility.

4782. And you agree that we ought to employ the most efficient means of putting a stop to it?—Yes.

4783. Your suggestion is that it should be stopped by an inspector having power to go in, at all events, and see how modern languages are taught in the schools?—Yes.

4784. Now, I want to know what consequences are to follow from his unfavourable report?—He reports the matter to you, and you send down to the Governors, or to the head of that school, to say that unless there is an immediate change in the methods (and in the master, if need be—if he is utterly incompetent in that direction) no boys will be admitted to the examination in French, and no results fees paid on them.

4785. So you would make, to that extent, the grant dependent on inspection?—Yes, I said that from the beginning.

4786. I wished to have that clear, because some of your statements in your written evidence are rather sweeping in that respect. Now, I understand that I had incorrectly apprehended your view?—I would like to refer your Grace to my written statement.

4787. It makes no difference if I am not correct. You have now stated what your view is?—I have never objected to a corrective inspection.

4788. We have had a question about the examinations in English. I really do not know whether I follow you on this question of English examinations, but I believe you argue that because written examinations are extending in England we ought to take a favourable view of them in Ireland. Is that your view?—You are now referring to my speaking of English schools being tested by examination?

4789. Yes, and that the system is spreading in England?—I have mentioned it as a fact.

4790. But you think the fact has some bearing as regards Irish schools?—The inference I draw from it is, that evidently England wants some test of her schools, and that the most universal test, and the best she can find, is that of examination.

4791. What I want to ascertain is, whether the kind of examination going on in England is not essentially different from that which is going on in Ireland. Let me call your attention to this passage from the English Commission report. It says—"The London University examinations for schools follow, as nearly possible, the course of the ordinary school work." Now, does the Intermediate examination in Ireland follow as nearly as possible the course of the ordinary school work?—I think it does.

4792. Or has the school work to follow the Intermediate programme—which?—We follow the Intermediate programme, but I think that the English Commission took hints from your programme, which came originally from the headmasters of Ireland.

4793. From the headmasters of all Ireland?—From those who could speak with authority. I believe the original scheme was very largely the product of a number of representative headmasters.

4794. I know that it was?—And that they recommended it never thinking it was to be permanently put upon the country for twenty years; they thought they would be consulted every year.

4795. So at present you think the programme does not follow the course of the ordinary school work—that is, what the ordinary school work of a good school would be if there were no Intermediate programme to control it?—Yes; I have said the same thing in a different form before.

4796. I have so far given you the beginning of this quotation. The quotation continues:—"And schools desiring to be examined are invited to specify the extent to which the teachers of the school will be willing, if desired, to assist in conducting the examination." Is there anything like that in our examination?—No, I do not think we have anything of that sort.

4797. Have we not the very opposite, that the teachers of the schools are not allowed to take any part in conducting the examination. Is it not a disqualification of an examiner under our system to be a teacher in an Intermediate school?—Yes, there is a provision to that effect, I believe.

4798. So that it is the very opposite of the London University system. Now, "similarly the Oxford and Cambridge Joint Board provides for elasticity in the case of the certificate examinations by the variety of subjects offered to the candidates' choice, and the option of selecting a book or period alternative to those prescribed in the regulations, and in the case of school examinations, by holding examinations by means of papers, or orally, in any subject forming part of the

course of the school of the highest grade." Is not that a totally different kind of examination from that which we have under the Intermediate Education Board?—Totally different.

4799. Do you think it follows that because that sort of examination is favoured in England, the kind of examination that we have in Ireland would be likely to be favoured in England?—I think it is extremely likely that if the condition of things were the same—if the English schools had to get their endowment from the State, without the State actually taking absolute control of the schools, and if you had what is called the religious difficulty in England also, you would have exactly the same system.

4800. I am only taking the educational view of it now. I am trying to find out your view, as an experienced schoolmaster, as to what is good for an Intermediate school from an educational point of view. We may not be able to give effect to that view, but I should like to understand it—whether you think because that particular kind of examination is favoured in England, the totally different kind of examination we have in Ireland would be favoured there?—Well, I would rather have our system, with the modifications I have indicated already.

4801. You prefer ours to the more elastic system which is considered necessary in England?—I wish the system to be made more elastic.

4802. But you do not purpose, do you, to allow a school to be able to submit a programme of its own for the approval of the Intermediate Board, and to say, "That is the programme on which, if you approve of it, we wish our examinations conducted"?—I don't propose to give that power to individual schools, but I do propose to give power to the headmasters to recommend certain courses.

4803. Suppose they all disagree: this is a very practical question, because we have had a number of headmasters before us, and up to the present time hardly any two of them have agreed upon anything?

4804. Rev. Dr. SALMON.—Do you think that equally elastic systems could be used—first, in the case where you have merely to give a certificate to the school that the education is well conducted: and, secondly, in the case where you are to divide a sum of money among different schools according to their educational efficiency. In the one case it might be possible to leave it to the school to conduct its examination in its own way, but in the other case could you allow equal elasticity?—No.

4805. Most Rev. Dr. WALSH.—In other words, it comes to this—that the elasticity considered essential in England from the educational point of view is impossible of attainment in Ireland under our system—is not that so?—The same elasticity is impossible, but an equal elasticity is not.

4806. The kind of elasticity that is considered desirable in England in an educational point of view, and which is recommended by the unanimous report of this Commission, is impossible in Ireland under our system?—An equal elasticity is possible.

4807. But not the same kind? I am taking the particular kind of elasticity that is recommended by this Commission. Is that possible of introduction under our present system in Ireland?—It is not possible, nor desirable.

4808. You say it is not possible?—It is not possible.

4809. Rev. Dr. SALMON.—Does the impossibility arise from its being Ireland and not England, or does it arise from there being a large sum of money to be distributed in Ireland, and not in England?—Very largely the latter.

4810. Most Rev. Dr. WALSH.—Suppose there was no money to be distributed on the basis of our present system, would it be possible of introduction?—I think it would.

4811. Rev. Dr. TODD MARTIN.—When you referred to the prevalence of written examinations common to many schools, were you referring to what are called the Cambridge and Oxford Local examinations?—Yes.

4812. And the Preceptors' examination?—And the Preceptors' examination.

4813. Are these examinations in which individual schools are separately examined, or are they common examinations?—They are common examinations.

4814. That is to say, they are exactly analogous to ours, except that there are no funds to be distributed?—Quite so.

4815. Most Rev. Dr. WALSH.—There is one question I forgot to put to you. A remark you have made in your written evidence seems to me to be one of the most severe things said against our system by anyone. You say that the system as we have it tends to demoralise and debauch the minds of the baser sort among parents. That is rather strong language, is it not?—Well, we use strong language in the North sometimes. Shall I have time to refer to one or two points in addition to my evidence?

4816. CHAIRMAN.—Are they mentioned in your written statement?—The points I wish to bring forward?

4817. Yes?—Some of them are not.

CHAIRMAN.—Anything mentioned in your written statement you need not; anything that is not mentioned in your written statement you may, at a quarter after two.

After a short adjournment.

4818. CHAIRMAN.—You said you wished to make some supplemental observations?—Yes. The first thing, and really the most important thing that I wish to mention, is in regard to a question that has arisen upon nearly every day, so far as I have seen, in the evidence that has been brought before you. That is the question of the institution of separate pass and honour papers. I have not been asked anything about that, and I have a strong reason for bringing the matter forward. It arose, as I understand, from the fact brought out by his Grace the Archbishop that in order to pass in the competitive examination, much higher answering is required than appears from the mere figures.

4819. Most Rev. Dr. WALSH.—Sixty-two and a half per cent., instead of 25?—A great number of witnesses who have preceded me in the chair here have proposed as a means of obviating that difficulty the institution of honour papers as distinct from pass papers. Now, I have every respect for the opinions of other people, but I wish to assert my own, and that is this—that I think it would be most disastrous to institute honour papers as distinct from the ordinary papers, and for a reason which I have not seen brought forward by any witness, though it may have been, of course. That reason is this—that as soon as you divide your papers, instead of having four grades, as at present, you would have eight—you would have pass Preparatory and honour Preparatory, pass Junior and honour Junior, and so on, and you will increase the machinery of school administration twofold. Schools at the present time are strained financially to the point of breaking almost as regards administering them under your system. They require a very large staff. If you introduce this change, I think it will require an addition to the staff, and a further sub-division of classes, which will really break their resources. And if I can prove further that the object sought to be attained can be attained without that, I shall be very well satisfied indeed. Now, I think that the difficulty has not been so general as it has been made to appear. It is quite right that in such papers as arithmetic papers and algebra papers, and certain parts of science, perhaps mechanics, there is reason to fear that the papers have been often drawn up in such a form that the mere pass boy who deserved his pass did not get his pass. But in languages—Latin, Greek, French, German, English - and other work of the examination,

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I do not think there is any need whatever of such a distinction being made at all. I do not know how you would begin to distinguish for the Junior Grade questions between a pass and an honour paper. It seems to me that the boy who cannot get a pass on a Junior Latin paper and Junior French paper does not deserve his pass. It is different in arithmetic, different in algebra, different perhaps in mechanics, and in one or two other subjects it may be different.

4820. CHAIRMAN.—Natural science subjects?—Natural science subjects; but, with the exception of those I have mentioned, there is no need, I believe, for distinct papers. Further, you may ask, what do you propose with regard to the others, where the difficulty does arise? Well, I say it can be met, I believe, perfectly well by better gradation of the questions. I do not see why there should not be, say, on the Middle Grade arithmetic paper (I take it as an example, as it raised a great discussion this year) a certain number of questions at the beginning of the paper of moderate difficulty which would give a pass boy an opportunity of showing that he knew how to work ordinary questions up to a certain level with accuracy.

4821. Most Rev. Dr. WALSH.—You would put them in the beginning of the paper, and not mix them up with the others?—Certainly; but I would deprecate in the strongest manner any introduction of honour as distinct from pass papers. And it is not so much for the sake of the large schools or the moderately-sized schools (among which I may class my own); it is far more still for the comfort of our smaller brethren. If you introduce this system it will simply break them.

4822. You would distinguish between pass and honour questions in the way you state?—I think I should in the way I have described.

4823. Or rather, perhaps, easy and difficult questions?—Easy and difficult. It should be an instruction to an examiner to have a certain proportion of questions of moderate difficulty.

4824. My idea is that this distinction between the pass and honour questions hardly arises in our case at all. Our rule is that in the case a boy gets more than 25 per cent. he passes; if he gets more than 50 per cent. he passes with honours; but it does not follow from that that there should be, in the strict sense, pass and honour questions?—No.

4825. But does not this follow from the working of our system generally—that there ought to be questions which would test whether a boy should pass at all, and that there ought to be questions which would supply a test for the passing of the boys in order of merit for the purpose of competition?—Yes.

4826. And that would be met by having more difficult questions?—Well, it would be met by not having all the questions drawn on the highest level permitted by the grade as at present.

4827. You think that in some subjects there is a tendency to pitch the whole of the paper on too high a scale?—Yes, I think so.

4828. Mr. Justice MADDEN.—I should like to ask you a question or two on this interesting subject. I quite understand your suggestion that where there are a series of questions in any subject you would begin with the easier ones, and go on to the more difficult, and so forth; but take an examination in classics. If you were examining a boy for pass you would test his scholarship by giving him a comparatively easy piece of English for translation into Latin?—Yes.

4829. If you were testing him for high honours or for an exhibition, you give him a bit of Burke or something of the same kind. In the case of classics, is there not an advantage in being able to give your honour boys a stiff passage out of Thucydides rather than an easier piece, say, from Xenophon, which might be suitable for the pass boys?—There will be an advantage when you come up to the Senior Grade.

4830. It was rather with reference to that grade I was asking the question, because I was greatly struck by what you said about the Preparatory Grade and the Junior Grade; but in the Middle and Senior Grades might there not be an advantage in having separate papers in these subjects?—I should not advise it except in the Senior, because I should recommend some method of specialising, or partially specialising, the Senior Grade.

4831. Rev. Dr. SALMON.—We are agreed, I think, about easy questions and hard questions, but the fear, I should think, would be that you would not sufficiently examine the pass boys. Supposing you set a paper for the honour boys, you might give them a certain number of pass questions, but they should not be so many as to take up their time and prevent their working at the more difficult questions, because even writing out the answer to a question takes a great deal of time; and if you only put as many questions on the paper as you think would be just to the honour boy, would you be giving enough for the pass boy to do to test his best merit?—I think so.

4832. Take the case of Euclid. With regard to the pass boy, you are content if he knows the propositions. The honour boy has to go a step higher, and be able to deduce results from them. Would it not be better to give the pass boy a larger percentage of questions, and to let him try his hand at them? I do not see that it necessitates two different kinds of instruction; they must all be taught enough to make them pass; but some honour boys might be given higher instruction, and you are obliged to do that at present in the existing papers. I do not see how it increases the work of the school?—Well, remember that when you speak of a pass boy you speak in not the most exact language probably, because you are dealing with boys from the lowest level, gradually going up until they become what you call honour boys. That is, many of your so-called pass boys will be able to do one of your exercises in geometry, or perhaps two. You cannot very well draw a hard and fast line in that way.

4833. That is my objection to putting them all in the same paper. If you attach more weight to the honour paper it might derange very much the ascertaining of the merit of the pass boys. My chief difficulty was that if you put two papers into a boy's hand, he would not know whether to try the pass paper or the honour paper, and I thought that would be solved by the consideration that the schoolmaster would know whether a boy was likely to get an exhibition or had a fair chance of getting an exhibition or honours or not. If he thought he had a fair chance, then he would tell him to take the honour paper, on which a smaller percentage of marks might suffice to pass; if he thought he had no fair chance of an exhibition or honours then he should advise him to take the pass paper, on which a smaller percentage of answers would be sufficient.

Rev. Dr. SALMON.—Then I think I would advise the master to prepare for an interview with the parent of the boy, if any accident took place.

4835. Surely the master, in the course of his instruction, ought to know whether the boy had a chance of obtaining an exhibition or not. It does not follow because a boy takes the pass paper in Euclid, that he is not able to take the honour paper in some other subject?—Of course it would involve the question of arranging a ratio or proportion of marks between an honour paper and a pass paper.

4836. Suppose we gave all the boys the option of passing such an examination as we have at present, in which 25 per cent. would suffice to pass, or of taking a paper of altogether lower questions—questions in subjects which he is supposed to know—and requiring, say, 40 per cent. to pass?—Take the case as it stands: has the Board any difficulty in differentiating now amongst pass boys?

4837. No, I think the present papers do well

enough for the pass boys, but what is said is this—There are sixteen questions in the paper we will say; there are only four which he has any possible chance of answering; and you require him to answer one-fourth of the whole paper?—The pass boy.

4838. The complaint is now that the number of pass questions on the paper is not sufficient to give the fair test of a pass boy; that if you require then that he should answer really all the questions level to his capacity he is really required to answer a very large percentage?—In Euclid, yes.

4839. Well, in any subject. Take classics if you like. Would you give a longer course to an honour boy when a moderate amount to prepare for the examination would be enough for a pass boy?—I would not, in the Intermediate, give a longer course; I would give more unseens, but not a longer course.

4840. A short course gives a boy a very small vocabulary, and if he is to prepare a boy for an unseen, a schoolmaster would have to prepare him by reading some other things of the same kind. Is there any objection to prescribing some other things of the same kind that he should get up in a looser way?—The difference between the good boy and the inferior boy is that a good boy remembers very nearly all the words he has seen, and an indifferent boy does not.

4841. Yes, but if you only prescribe a small course for a boy—I know our work in school was very light indeed, for I never learned a lesson out of school—still, in the course of the year, the amount that is given for a boy's year's work in the Intermediate strikes me as ludicrously small?—There is a matter in respect to the lengthening of the courses about which I wish to say something, and we will go back to what Dr. Tyrrell says. If you lengthen the courses with the intention of making the examination more broad and less minute, I believe it to be inevitable that your examiners will ultimately make the examinations as minute on the longer course as ever they were on the shorter course.

4842. The device which has occurred to us has been to have head examiners who would take the papers before they went out—that is what has been suggested—that we should not have the whole of the examiners permanent, because that would bring the whole thing into a groove, but that we should have some two or three experienced examiners who would work for a few years together, and grade the papers and examine them, take the papers as presented by the other examiners and classify them and see that they were of a proper degree of difficulty?—Yes, but the question still arises, who will watch the shepherd?

4843. We must only get the best shepherd that we can?—Well, that was one point, and I thought it of the greatest importance. I do think it so, and I wanted to give it as much emphasis as possible. I do not suppose members want to ask me anything more upon that.

4844. Rev. Dr. Todd Martin.—Have you thought of how giving separate papers might affect the total marks in a group of subjects, say in the Junior or Middle Grade, where there is not specialisation such as you propose to have in the Senior?—You mean pass and honour papers?

4845. Yes?—I have not gone into that question in great detail, but I can see a difficulty. A boy may be a pass boy in one subject but in another subject he may run for an exhibition. How are you going to estimate his merits on such pass papers as he may take?

4846. That is my difficulty?—I think it is a difficulty, and I have not gone into it so thoroughly as to see whether there is a remedy for it.

4847. Do you think it is a difficulty so great as to take seriously into account in considering whether we should or should not adopt separate papers?—I think so. I think it is another weight on the same side as that on which I have already been arguing. There is another matter. It has been stated as an objection to the Intermediate system that it has pretty nearly extinguished physical science in the schools. I want to ask whether something cannot be done to remedy that. I believe that it has been caused largely by the reduction of the maximum from 7,000 to 6,000, a reduction which I believe was quite necessary, but still it had that necessary consequence, viz.:—the extinction of physics largely. But the question with me is a different one. No one wants, I think, a boy to go out from a good school, say at the age of 16, who does not know the difference between, say, a thermometer and a barometer, and very ignorant of a great many of the ordinary phenomena of nature. There used to be formerly in schools such things as elementary lectures on science, illustrated by experiments, and I do not see why a modicum of scientific knowledge might not be made compulsory even at the earliest grade you have. I would set a book for it—something, for instance, like the course, or a part of the course, you find in the Science and Art Syllabus of Physiography, the Elementary Stage, section 1. I think it would be a good thing if some such elementary science—lessons in science, illustrated by experiments—were introduced into our school curriculum for young boys.

4848. Most Rev. Dr. Walsh.—Have you read the recommendations on this subject, made by the Commission of Manual and Practical Instruction in Primary Schools?—I am sorry to say I have not.

4849. That recommendation which you are making now for the secondary schools has been actually made by the Commission for the primary schools. This is an additional reason for having practical science even in the early stages in the secondary schools, is it not?—I think it is quite competent for this Commission to try and promote that particular change.

4850. You observe that we make hardly any particular subject compulsory. Our system is to insert certain subjects in the curriculum, and then to leave an almost unlimited option to the candidates as to what subjects to take up. Would it meet your views if we were to insert elementary science in the Preparatory Grade?—As to the Preparatory Grade, I have proposed in the first place the abolition of the Preparatory Grade, or in the second place the retention of it without any prizes. Then in that case you might make an elementary book in science such as physiography compulsory.

4851. My point is whether you do not think we might introduce this subject into the first examination the students have to pass, whether that be the Preparatory or the Junior Grade?—I think it would be a very good addition to the work of the school if taught by experiments.

4852. You will find if you look into the figures that the falling off in the teaching of physical science began after that subject ceased to be a subject in the first examination?—Yes. I have taken the liberty of recommending that the Board might further the cause of practical science in so far as it can be promoted in schools by small grants for apparatus and for the upkeep of the science side. I may tell the Commission what will give them an idea of what it means to keep up even a small science school in an ordinary school at present. The school with which I am connected has for the last three years lost on an average £104 per annum on the science school. We have kept up the science school at a loss of £104 per annum for the last three years.

4853. Rev. Dr. Salmon.—What science do you teach?—Chemistry, physics, magnetism, electricity, heat and light, and so on.

4854. What is it that causes the loss?—Masters' salaries, apparatus, and so on.

4855. I mean what proportion do those bear to each other. When you say you have that great loss per annum, is it chiefly masters' salaries, or is it chiefly apparatus?—Largely masters' salaries. We do not count the initial cost of getting up the place, because

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we have always had a laboratory. I did not count that; it is purely the masters' salary and the apparatus, and as I have said, there is a loss for the last three years on the average of £104 per annum, and we contemplate that loss with a certain amount of equanimity.

4856. Most Rev. Dr. WALSH.—It is specially unsatisfactory that the special training the boys get through your having this method of teaching is not tested and not rewarded under our system?—It is not very well tested.

4857. The practical part, at all events?—The practical part. That is the reason why I think the Board might help the practical science by some subsidiary grant, if they can see their way to it.

4858. CHAIRMAN.—We have not the power at present?—No, you must go to Parliament for it.

CHAIRMAN.—I hope they will give it to us.

Rev. Dr. SALMON.—They will probably be afraid of giving us too much discretion in giving away our money.

4859. O'CONOR DON.—Do you get anything from the Science and Art Department?—Yes, a little.

4860. It does not compensate you for the expense of teaching?—It does not, because you have to remember, first of all, that there is very little demand for science instruction. That is a thing, perhaps, to be regretted, but yet the fact remains, that there is very little demand for science instruction among parents in Ireland. No doubt, that is to be regretted, but it certainly is the case. Then it is our business to stimulate the demand, but at the present moment the demand does not exist, and we have comparatively few of our students at the present moment taking practical science subjects. In regard to the commercial course question, on which it has been remarked that I have spoken very hardly, I could not very well help it. I intended at the time to read a very short extract, and if you will allow me I will do so now. It is an extract from a recent report of Mr. Powell, the British Consul at Stettin. He says:—"The great success which has attended German trade since 1873, but more especially during the last ten years, has been frequently attributed in Great Britain to the superiority of commercial and technical education in Germany. This is not the view taken by those best able to judge of the facts by close acquaintance with them in Germany. They are rather of opinion that this success is due less to superior commercial education, than to the high state of general education that Germany has enjoyed for many years, and which was formerly lacking, and is even now lacking, in several essential parts of Great Britain." That I read as a reinforcement of the view which I have taken the liberty of putting before you.

4861. Most Rev. Dr. WALSH.—Would you push that to the length of saying that we ought to try as far as possible to find out what the special methods of German work are, and follow them as far as possible?—I do not say so. That lies in the wisdom of the Commission. I simply read it to show that it is not the making of special boys that has created German trade. In regard to the commercial course, there is one thing that I do not understand the meaning of, and that is why (I think I referred to it before) a thing called commercial history should be made a separate subject. It is very right, I think, that the commercial development of a country should be considered in its history; it is a very important part of its history; but to make it a special subject, with the idea that it will help a boy going into commerce, is, I think, wrong. I do not think it helps a boy in the slightest degree with his employer because he knows at what date the spinning jenny was invented, or what are the factors in the industrial development of England in the latter half of the 18th century. That has nothing to do with his usefulness in his office, warehouse, factory, or engine room as far as I know. It is very interesting, and a very proper part of history generally, but has no bearing whatever on the boy's usefulness in business as far as I see. I have looked down some of these Commercial history papers, and I see question after question naturally, as the name implies, of a purely historical character, having nothing at all to do with technique. It was brought forward, I think, in disparagement of the present system that it only cultivated the memory and did not give that better cultivation of some of the other faculties that educationists would like. I have only to say that I believe had you suddenly examined the boys of the country before the Intermediate time, you would have found pretty much the same results, generally speaking, in their broad features, that a great many of your candidates would have shown powers of memory and not the higher and rarer powers. In other words, as I believe, under any system you will find the more precious qualities of the mind rarer than the more common qualities. That is not the result of the Intermediate system. It is not within the power of the Board, I suppose, for instance, to recommend that a certain part of the results fees paid to the managers of the school should be devoted to making good certain defects which they have found on inspection to be required in the school?

4862. CHAIRMAN.—Certainly an Act of Parliament would be necessary?—The Board cannot do that?

CHAIRMAN.—No.

4863. Most Rev. Dr. WALSH.—Do you think it a desirable thing if it could be done?—Yes.

4864. CHAIRMAN.—I think you had better consider all these things apart altogether from the question of Acts of Parliament. Tell us what your view is?—I think it would be an advantage if the Board had power (which they would use, I hope, with great discretion) to order, when remitting results fees, that a certain portion of them should be devoted to getting better furniture, or getting better accommodation at a particular point, or getting better apparatus, or even getting a better master if it was found that the school had a master who did not possess the necessary qualifications, but especially for improving furniture and apparatus. I have known of schools where the school furniture was allowed to go into a very wretched condition, and all the time the school was receiving a considerable sum of money from the Board. Now, I think the management of that school should have been compelled to make their school somewhat more respectable and decent.

4865. Rev. Dr. SALMON.—The difficulty about that is that the payment of masters in a small school may absorb all that is got from the grant?—I admit that it would hurt if introduced quite suddenly now, but the mistake, I think, was an initial mistake. I think that at the beginning the Board should have recommended—or the managers of schools themselves should have seen to it—that these funds that you give were not to be regarded as all to go into the masters' pockets.

4866. I speak, subject to correction from the legal members, but supposing we got a report from our inspector that a school was very deficient in certain points, I think we might tell them that if they did not apply some of the results fees for the correction of these defects they would not receive results fees another time. I am only throwing that out as a matter for consideration hereafter?—Then one other thing and I have done. In regard to inspection dealing with the pronunciation of a foreign language, I think that matter may be pushed to a point of rather absurd pedantry. It is, after all, a very small number of those who learn French, for instance, who will afterwards require actually to speak it. It is a great advantage, even though they may never be called upon to speak it, to learn to read French—to learn to read a modern work of criticism in French, or a modern novel of the better type, or modern poetry, without having recourse to the dictionary at every step. That is a great point, I think, and I think far too much has been made out of this pronunciation business. Please understand that I do not disparage the correct pronunciation of French. Personally, I have been

taught French since I was a child almost, and I fully recognise the importance of pronunciation; but, at the same time, I know that if an inspector with a fad goes round to some of our country schools, and finds a man who pronounces the vowel "e" with a circumflex, though not quite like our English "a," still not exactly in the tone that a Frenchman would use, he thinks it very bad, and so on. I think the thing has been pushed to a very pedantic length.

4867. Most Rev. Dr. WALSH.—Even where a knowledge of pronunciation is not communicated at all, undoubtedly it is quite true that the mere knowledge of the written language is of some use, but do you think it satisfactory that knowledge of that description should be placed on exactly the same level in our system as the knowledge imparted by a teacher who endeavours to teach French pronunciation as the language is spoken in France?—A distinction should be made between the two certainly. All I mean to say is that those of us who learn French, and even those who are taught well, are, after all, a little bit ridiculous when we try to speak before Frenchmen.

4868. CHAIRMAN.—Will you allow me to ask you a question in reference to that. Take two boys nearly equal in all the great subjects—Greek, Latin, English Mathematics. We will call these boys A and B. They both present themselves in all those subjects, and also in French. Student A defeats student B to a substantial extent as a candidate for an exhibition in Greek, Latin, English, and Mathematics. B beats A in French, but B is unable to pronounce French, and if he is asked what is the French for "Yes," he will answer "O-u-i." The defeated boy, is able to speak French accurately. B, the successful boy, has no idea of pronunciation. Still B succeeds in getting an exhibition and defeating his opponent, simply by higher marks in French. Do you think that satisfactory?—No, that is not satisfactory. *Jan.* 26, 1899. Mr. R. M. Jones, M.A.

4869. How would you propose to obviate it?—By inspection.

4870. How would inspection obviate it?—The inspector would find out, certainly, schools where French pronunciation was not being taught up to a very fair and decent level.

4871. But do you not see that one boy of the school may know nothing about that French pronunciation?—It is possible that may be so even under good teaching—that a boy may never pronounce French well, but I think it is drawing an indictment against human nature to go farther.

4872. But in the case I have put—boy A, though he is the best, is nevertheless defeated, owing to our want of a *viva voce* examination. Is that not the fact?—That is perfectly true as a supposed case, but I doubt very much whether it ever occurs. After all I do not believe in burning my house to get roast pig, nor in turning the whole system into a *viva voce* system, which I think impossible and ruinous, in order to avoid a very distant contingency like that.

4873. Mr. Justice MADDEN.—By a system of inspection you might ascertain whether an honest attempt was being made to teach the language as a living language, even though as regards pronunciation it was the French of Stratford-atte-Bow, and if that attempt was being made you would allow a boy to come up for examination; but if no honest attempt was being made to teach it as a living language you would preclude that boy?—Yes; then I would bring the Board into action.

The witness withdrew.

Mr. R. DODS, B.A., formerly Principal of the Royal Academical Institution, Belfast, examined.

4874. CHAIRMAN.—You formerly were Principal of the Royal Academical Institution, Belfast?—Yes. Mr. R. Dods, B.A.

4875. Mr. Jones succeeded you?—Yes.

4876. And you have retired from service?—Yes.

4877. I believe that you were senior English Master in the Handelslehranstalt, Leipzig?—Yes.

4878. You were twenty-six years Head Master in the Modern Language Department in the Belfast Academical Institution?—Yes.

4879. And you were Principal of the last-mentioned school?—Yes.

4880. Might I ask you to give me a rough idea of the proportion of the boys of the Academical Institution that present themselves as students in the Intermediate examinations?—Well, at least a third, I would say.

4881. According to your experience, is a third about the average of the students from other Intermediate schools in Ireland who present themselves?—I think it would be considerably above the average.

4882. You think that from the average of the schools in Ireland not one-third of the pupils are presented?—Very much less, I should say.

4883. I want to confine your attention to students within the ages that are admissible to examinations under the Intermediate Board?—Yes. I really have not made up the statistics, but I should think that, if you deduct from the total number of the pupils those that are below, say thirteen, the proportion of those entering for the Intermediate would then be raised very considerably.

4884. To about what proportion would you say?—I should say about one-half.

4885. And you think that that proportion would extend all over Ireland?—I do not think so.

4886. I have made my calculations from the figures, and I should say, as far as I can see, that it would be about one-third. Would that be according to your experience?—I really have not studied the matter. It did not occur to me to enter into those statistics.

4887. The first matter of great importance here, as leading up to the ultimate question, is the matter of *viva voce* examination. In your opinion is *viva voce* examination, as a rule, advisable—at least, in certain subjects?—In modern languages, at least, I should say.

4888. And in anything else—chemistry?—I suppose the test of a practical knowledge would be called *viva voce*, but it is really more the hand.

4889. It would be an examination other than a written examination?—Yes.

4890. And in any other subjects. We have had some questions about shorthand?—Well, if there were not great difficulties there in the way of *viva voce*, I should say it would be much better, but a practical difficulty seems to me to arise.

4891. We will come to the practical difficulties later on. I want first to see the advantages, and then the disadvantages. In Euclid our witnesses do not agree—do you think that we can have a satisfactory examination in the propositions of Euclid without *viva voce* questioning when you are not at liberty to ask deductions?—I should prefer to leave that to the experts.

4892. As to classics, we had evidence from Professor Bernard, that he thought it was necessary to have *viva voce* examination—that it would be preferable?—I think if you appoint inspectors it might be desirable.

4893. I know that would be the mode of dealing with it. But I want to get at your ideal system. Surely no one can deny that examinations taken as a whole can be more satisfactorily conducted if there is *viva voce* questioning than if it is confined to written papers?—Oh, certainly, I admit that.

4894. In your opinion would inspection be advisable to any extent?—Yes, to a limited extent.

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4895. And, of course, we have the two alternatives, inspection as a supplement to examination, and inspection in lieu of examination?—For my part I should prefer inspection as a condition of examination—as preparatory to examination.

4896. To what extent do you think that inspection should extend?—Well, I think it might extend to school buildings, the sanitary condition of school buildings, to the modern languages, and to a limited extent to classics, though I do not think that it is so absolutely necessary there—and to science—physical science and chemistry.

4897. Do you think that it would be advisable to direct it to ascertaining the efficiency of the mode of teaching adopted in the school?—Yes, I think the inspectors might very well report in regard to that.

4898. Now, what would be, in your opinion, the sanction that should be given to the report, supposing that the report was "bad in all respects"?—I think in the first place a school which would receive a report of that kind would be already very heavily punished by the lesser results fees.

4899. A deduction should be made from the results fees?—I mean that the deduction would naturally occur, particularly in the case of chemistry and physical science.

4900. What result would occur?—The result would occur, I think, that boys who have been taught chemistry with accompanying experiments, rationally taught, would in examination turn out better than the boys who had merely committed to memory.

4901. That may be a question. Would you propose that the Board should not have any mode of ensuring that their directions were carried out, that they should have inspection, but no power to penalise the school, if on the result of the inspection it should appear to be inefficient?—I think the Board should have power.

4902. Either by reducing the results fees or by withholding them altogether?—Yes, but I think that a warning would, generally speaking, be quite sufficient.

4903. In the first instance a warning?—Yes.

4904. And, then, if after warning, there was not improvement, you would inflict a penalty?—Yes.

4905. Have you considered the objection raised by some witnesses that all this would be affected by what has been called the "fads" of the inspectors?—I do not contemplate that a very large staff of inspectors would be necessary for the limited purposes I propose. I think three, or at most four, inspectors would be quite sufficient, and you can surely find in Ireland four level-headed men who would carry out the work.

4906. I entirely agree with you. But no matter how level-headed a man may be people might say he has fads; for here we are dealing with what people might say, and not with a thing *in esse*. No matter how level-headed he may be he may fail to give satisfaction to captious people?—That is quite true, and I think that people should have the right of appeal.

4907. Certainly, I would propose that there should be two inspectors instead of one, and that there should be a right of appeal to the Board. But you see that in the system that you approve of, either the whole or a portion of the results fees might be dependent on the ultimate decision of the Board on the report of the inspectors?—Yes.

4908. And then there would come in the religious difficulty as fresh as ever?—I do not see what you mean exactly.

4909. I have been told that the religious difficulty, whatever is understood by that, is so great that fees to schools cannot be distributed upon the report of the inspection. Do you think that that is so?—Well, I never thought of it from the religious point of view exactly; my objection to it was rather on the ground of the individuality and peculiar ideas of the inspectors—that, even granted that all the inspectors of Ireland were of the same faith, there still would be grounds for complaint, for one inspector would mark severely, would depress results fees, and another of a more generous turn would give higher results fees. My objection, therefore, to it is on the ground that there might be dissatisfaction on that account.

4910. I am extremely glad that, with you at least, I can get rid of this unpleasant question that has been called the "religious difficulty." Of course we all recognise that in an inspection the "personal equation" of the inspector must come in—his idiosyncrasies; but do you not observe that in the system of inspection that you would approve of, the idiosyncrasy of the inspector would come in in relation to such portion of the results fees as might be withheld in consequence of his report?—To a very limited extent it might.

4911. Then it comes to a question of degree, and not to one of principle; but, of course, the degree may be the all-important thing?—Yes; I think if, for instance, inspection were substituted for examination, there would in the first place be a very great difficulty in getting a sufficient and competent staff of inspectors. That would be the first difficulty, I think, that the Board would have to face. I do not really see where they are to be got; because I should prefer any system—the worst system—to picking out a number of raw university graduates, who had no idea of the management of a school, or of practical work in a school, to come down on men of experience who probably knew a great deal more than themselves, and rap them over the fingers for things in which probably the inspector was wrong and they were right.

4912. I quite sympathise with you in that, it is my own view. Therefore part of your objection to inspection is grounded on the difficulty of obtaining efficient and competent inspectors?—In the first place—to put them in the order of importance—my first difficulty is how to establish a general inspectorate that would inspire confidence, and, in the second place, the difficulty of getting men who are really competent to undertake such a work.

4913. I do not understand the difference between these two?—Perhaps I have not expressed myself properly.

4914. State it in your own words?—One point that I spoke of was the difficulty of getting competent inspectors; and the first difficulty—I do not remember exactly how I expressed it.

4915. It was as regards the general inspectorate?—I said I apprehended the result would be to shake the public confidence in the system.

4916. Most Rev. Dr. WALSH.—The first would be to get competent men, and the second would be to get men in whom the public would have confidence as competent men?—Yes.

4917. CHAIRMAN.—Of course, in a system of this sort, if inspection was introduced, it would be necessary that the inspectors should be permanent officers of the Board?—Certainly.

4918. And the position would be one of great honour, and necessarily one of considerable emolument?—Yes.

4919. And do not you think that the proper men to fill positions of that description would be the most eminent and distinguished head masters that could be procured?—Well, I do not say that in every case For instance, there are head masters whose success is, to a considerable extent, due—perhaps I should not say to "fads"—but to their enthusiasm about certain things.

4920. I quite agree about that?—It is not the man who possesses the qualities that would make a successful head master that would at all make a successful inspection.

4921. Mr. Justice MADDEN.—Just as there is a difference between a great author and a great critic?—Yes.

4922. CHAIRMAN.—I hope I am not to take it as your opinion that amongst our head masters in Ireland, of whom I entertain a high opinion, it would not be possible to obtain a sufficient number of

proper inspectors?—Of course not; but a third difficulty would arise, that it would be a great calamity to Intermediate education in Ireland if you took fifteen or twenty of the most distinguished head masters away from their positions.

4923. That would be occasionally. The Bar gets on very well although occasionally a member of it is taken away to be a judge?—But the inducements——

4924. I assume that if you were perfectly satisfied upon the *personnel* of the inspectorate, one of your difficulties would be removed. The others, of course, would remain?—I am not quite sure that I understand.

4925. Supposing a number of inspectors were appointed, in each of whom you had confidence, both as to fairness and competency, then one of your objections to the system would be removed?—Yes.

4926. What objections would remain in that case?—I really do not see at the present moment that any other objection remains.

4927. Of course you were teaching before this Intermediate system came into operation, and you have had a long experience?—Excuse me for a moment. I did not quite understand that question you put to me. You said I would have no further objection.

4928. Well, state any further objections?—I have some notes here. I don't know whether you will permit me to read them.

4929. Indeed you may adopt your own course?—At first, in sending in these shorter notes, I had an idea that the programme of this Commission was much more limited than I have since come to see, and I find that the scope has apparently widened out, and I would like to make some additional observations and suggestions.

4930. Certainly?—"The objections made to the 'Intermediate' seem to me to be reducible to four categories—(*a.*) as affecting students health (overpressure); (*b.*) as affecting particular subjects of study, *i.e.*, modern languages and science; (*c.*) as affecting the method of teaching (cram); (*d.*) as affecting masters and schools (touting for clever boys, either directly and individually, or by means of entrance scholarships and other devices, advertisement of successes, publication in the newspapers of lists of schools in order of so-called merit, &c.)

"The first objection is, as far as my own experiences goes, entirely without foundation. In the Royal Belfast Academical Institution, and other schools like it in Ulster, the school hours are much shorter than in schools of the same order in Germany, and the hours devoted to home preparation are certainly not longer. The objection, however, may hold good in the case of a number of pseudo-Intermediate schools fostered by the lavish bestowal of Preparatory exhibitions, but of this I have no direct knowledge.

"The second objection is well founded. Already before the first programme was issued by the Commissioners in 1879, I directed their attention to this point in the preface to a translation of the French syllabus of modern languages which I then published. No notice was taken of my urgent appeal, although I addressed a copy to each of the Commissioners and Assistant Commissioners. Since then things have gone from bad to worse in many schools. But even here there is a compensation. If the number of students learning French on rational principles has diminished, of which I am doubtful, at least four times as many learn to understand it, and derive immense advantage from the mental training.

"The third objection is, in my opinion, greatly exaggerated. First, the teacher is not compelled to cram; and, secondly, he can obtain satisfactory results without cramming. But, granting that, on the whole, the Intermediate has had an injurious effect on education, is not the competitive system equally characteristic of our higher education? Fellowships, studentships, sizarships, exhibitions, prizes are all bestowed on the same lines. Now I think it will hardly be disputed that in a rational system of education the further that education is pursued the more limited should be the rôle of memory work. I am fully pursuaded that, if the Germans are superior to us in every branch of knowledge (with one exception, I believe) the reason of their superiority is to be found, not so much in the greater perfection of their secondary education, as in the elimination of competition from higher education.

"The fourth objection is so fully admitted on all hands that it is unnecessary to make further reference to this dangerous and rapidly-spreading canker." Probably I need not go into this in detail. I look upon the German system in the main as the best.

4931. Perhaps you had better read it on?—Very well:—"The best system would be in my opinion a system of secondary education in which there would be neither results fees nor rewards in the shape of prizes or exhibitions. School buildings, apparatus, &c., would be supplied from State funds. A university training and degree, with an examination in the theory and practice of teaching, would be the condition *sine qua non* of entering the teaching profession. Candidate teachers, after a novitiate of one or two years, would be admitted to the regular staff and entitled to an annual salary, with a retiring allowance after a certain period of service. The schools would be, as under our National Board, denominational or mixed, with a strict conscience clause. The efficiency of the schools would be tested and maintained by inspection. In a word, my ideal would run on the main lines of the Prussian system. As I do not see any likelihood of such an ideal system being adopted, I would beg leave to submit the following practical suggestions in addition to those already submitted to the Commission:—

"(1.) Opportunities should be afforded to graduates and other qualified persons wishing to become Intermediate teachers to make themselves familiar with the theory and practice of education.

"(2.) The Preparatory Grade should be abolished, and the three other grades remain as at present.

"(3.) There should be two parallel courses in each grade—the 'grammar school' and the 'modern,' with a different scale of marks and separate exhibitions. No 'grammar school' candidate should be allowed to take more than one modern language, and no 'modern' should be allowed to enter in Greek. Beyond this I should not be disposed to go a step for the present. To establish more than two courses, to compel schools to be either exclusively 'grammar' or exclusively 'modern,' to introduce cast-iron programmes, allowing no variety or liberty of choice, would be attended by results little short of disastrous. In particular such proposals, if adopted and carried out, would inflict irreparable injury, if not utter ruin, on a very large number of small schools, some of which, as I am prepared to prove, are doing work equal to that of any school in Ireland. It would greatly relieve the pressure on such schools if (say in Latin and modern languages) the authors were to remain the same in both courses. A higher standard might be demanded in the composition and 'unseens' in modern languages, on the 'modern' side, and on the 'grammar' side in Latin. I cannot see that any harm would ensue from this arrangement.

"Minor Suggestions.—The value of exhibitions in the Junior, Middle, and Senior Grades should be reduced to £10, £20, and £30 respectively. German handwriting should be optional. Gold medals in modern languages should be abolished. The first place in a modern language should be rewarded with a book prize or medal. The value of composition prizes should be increased."

4932. The only part of your statement—your written statement here—as to which I should like to ask a few questions is with reference to the question of examination and inspection; I do not wish to qualify your opinion in any way; but I would like to put certain difficulties to you and receive your answers to them?

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—You remember, possibly, the point at which I introduced this paper. I was going to refer to what I call my ideal views; that is to say, where the State contributes money I think the State has a right to control.

4933. I think it is out of practical politics to expect that these are to be all State schools, as in Germany. You have told us that you are in favour of a certain amount of control by the inspection you have mentioned?—Yes.

4934. But I understand from your paper and what you have said here that you think that payment to the schools should continue to be on the results of the examination of individual pupils at one general examination conducted without *viva voce* questioning and common to all Ireland?—Yes; of course I would modify it slightly by making the report of inspectors a necessary condition.

4935 Very well; I will take it now in that way. Do you recognise that there are any difficulties in a system in which the payment to the schools depends on the results of the examinations of individual students. Have you ever presented any of these difficulties to your own mind?—No, I do not think that I have.

4936. Do you not know that there is an immense amount of literature on the subject, and that the matter has been discussed for a great number of years in England—the question of examination as against education?—As I understand it, in England the great revolt has been against results fees paid on inspectors' reports.

4937. No, I think the revolt has been rather the other way—against the results fees being paid on the results of individual examination?—I may be wrong, but I do not think so.

4938. I mean in the primary system. That was formerly paid for on the result of individual examinations, and that has been found a failure?—Yes, the examination by inspectors.

4939. I want to come to this subject of examination. There is one examination to test the title to exhibitions and also to ascertain the pass students. Is not that so?—Yes.

4940. In any examination of that sort is it not absolutely necessary that a large part of it should deal with the difficult portions of the subjects?—Yes, it was for that reason I have suggested that there should be two separate papers.

4941. I am glad to hear that, but is not there a real danger in a system under which results fees are paid on the results of examinations, that the teachers will tend to teach their pupils the difficulties and abnormalities of the subject, as distinct from the ordinary course—the true and substantial knowledge of the whole subject?—That is of course entirely in the control of the Board. If they allow their examiners——

4942. If you tell me how to control examiners I shall be obliged to you. I have had twenty years' experience as one of the members of this Board, and, seriously speaking, is not that difficulty a very grave one to deal with. It has been referred to by Lord Salisbury, so that, if I err, I do so in good company?—Well, supposing you take the honour boys, or whatever they may be called, I do not see how in any other way you could award exhibitions.

4943. Neither do I. But then I object to having the same measure for determining who are the best boys in a competition, as well as determining the amount of results fees to be paid to the teacher. I consider it unfair to the teacher. Is not there that difficulty in awarding him results fees dependent on examinations. I take a case which, I dare say, must be a very common case with you. There are boys—I do not like to call them "dull" boys—but there are boys a little beneath the average, but still boys that can be made right good citizens with good teaching and good training. You take a great deal of trouble with such a boy, and yet he may not be able to pass the examination? Is the teacher to get nothing for his trouble in educating that boy?—That I admit is a difficulty; but it is a difficulty of detail.

4944. Is not that unfair to the teacher?—Yes; but I believe that every system, even the Prussian system, which I admire so much, has its defects.

4945. I quite agree. I don't think there is anything perfect in this world. But, at the same time, I was trying to get at the system which has the least possible imperfection?—I think that the injurious effects resulting from the inspection of a staff, say, of twenty inspectors spread over the country ——

4946. That is not my idea at all—a staff of twenty inspectors spread over the country. I am trying to deal with such evils as there may be in reference to the system of examination. It may be that you think there is no evil at all?—No. It is a question with me as to a choice of evils.

4947. I first must ascertain what the evils are on the one side. You have determined your choice. It rests with me to make up my own opinion. I want to see your view of the difficulties incidental to each. Don't you understand that?—Yes.

4948. Therefore, logically, must I not ask you whether you appreciate the difficulties incident to the element of the payments being dependent on results of examination?—Yes.

4949. There are some people that see no difficulties, and I have nothing further to ask them. I am glad to see you do appreciate the difficulties?—Yes.

4950. Let me come to another matter. You tell me that, roughly speaking, about one-third of the pupils within the Intermediate ages are presented for examination throughout the whole of Ireland. Necessarily something less than one third pass, because a large portion of those who present themselves do not pass. Would I be right in saying that about one-fourth of the Intermediate pupils in Ireland pass the examination. No results fees are paid upon the other three-fourths. Is not that so?—Yes.

4951. But you have had at least three times as much trouble, if not more, with those upon whom you have been paid nothing as you have had upon those upon whom you have been paid?—That is quite true.

4952. Do you think that that is a good system?—I do not see that the State, being the paymaster, can very well give money without something to show for it.

4953. I agree. What does the State pay the money for? Is it not for efficiency of education?—Yes.

4954. It is for the actual work that is done by the schoolmasters?—Yes.

4955. Very well. If you pay upon the results of examination you don't pay for the exact work by the schoolmaster. But you pay for the result of that work, taking into consideration an additional element—that is, the effect upon the particular boys?—Yes.

4956. But would it not be logically a great deal fairer to pay upon the actual work done—that is, the efficiency of the teaching multiplied by the number of boys who are so taught?—Well, I suppose it would if you were absolutely certain that you would commit no injustice.

4957. If you were absolutely certain that you could get competent inspectors, and inspectors that would command the confidence of the country?—Yes.

4958. There is another matter I should like to say one word about. Having been a teacher before the commencement of the system, of course you value the individuality and mode of teaching of the head master?—Yes.

4959. It is one of the great elements of success in teaching, is it not?—Yes.

4960. You know schools in Ireland as I do that have been made by their head master, and have been marred by a succeeding head master?—Yes.

4961. In your opinion does this system of the Intermediate Board in any way interfere with that liberty of mode of examination and choice of programme by the head master, which is regarded by many as an

important factor in education?—Yes. I must say it does to a certain extent.

4962. Would you rather choose your own programme for a boy in the Junior Grade than have a programme dictated by the Board?—Well, perhaps I might. But then those who offer me, on the one hand, the competitive examination for my clever boys with medals and prizes, and those who offer me results fees for my work, have, I should say, the right to dictate the course that I am to follow.

4963. I know. But we are not attempting to dictate. We can do nothing without the authority of Parliament. I don't think you have quite understood the question I have put to you. I contemplate that this results examination shall continue so far as is necessary for the competitions for exhibitions?—Yes. I quite understood you. But that is exactly where I disagree with your lordship.

4964. Yes. You wish that there should be a pass examination also?—Yes. But my idea is that you cannot possibly, without injuring education, have a competitive examination without the results fees as well.

4965. But surely it is all the same to you in what form you are paid the money if you are paid it?—I don't think so. In France they have a competition —the *concours général*—at which the boys compete for prizes and honours. Well, I know very directly from French professors that it has a most injurious effect. I look upon the results fees as a corrective. Under the French system the master is tempted to devote far too much of his time and attention to the clever boys, those boys who are likely to bring him credit in the *concours général*, and he has no inducement in the shape of results fees to push on his duller boys. The result I believe is, on the whole, very bad for French education.

4966. Well, we will pass from France for one moment. Of course you don't intend to suggest that in France there is any examination in which the payment of the teacher depends upon the result of his pupils passing?—No.

4967. There is no such thing anywhere except with us. We will pass now from France. Supposing that there were an inspection of the schools at various times during the year without notice that the inspector at each visit saw the class, actually heard the class asked questions by its teacher in the portions of the work upon which they were then engaged. Don't you think that that would ensure the due inspection of the average pupils and of the dull or backward pupils?—Yes, and that is exactly my ideal system, without results fees and without competition.

4968. Then I am glad that you and I rather agree, or that I am come to see that your ideas agree with mine?—Yes; but then, excuse me, there is the practical question of distributing the money and the question of the inspectors.

4969. If I could get at the educational mode of dealing with the matter first, I would then come to the question of the money. Supposing an examination by a competent inspector at the school upon your own programme, determined by the headmaster and approved of by the Board, and results fees paid according to the pupils who have answered satisfactorily, what would you say to that?—I still say that theoretically that is a fine system, but it is part of a wide system, which I fear will not be accepted by the country.

4970. Well, then, the system is in itself good, but it cannot be accepted by the country. Kindly tell me what are your reasons for that?—I believe you must have all these conditions that I read out. You must first require certain qualifications in your masters. Without going into details, I would say that you would require something like what the French and German systems have in common, that is to say, State regulation of Intermediate schools, which begins with the training of the schoolmasters in the normal school and extends even to the details of the programme.

4971. I will take one of those matters, the first one that you mentioned, that the schoolmaster should be one approved of by the State. Surely, if the inspector went down and heard the teacher teaching, and that he was not a proper teacher, his method would at once be seen by the inspector to be inefficient, and would be at once so reported. Would not that be a living test of his efficiency?—It would if you could be perfectly sure of your inspector.

4972. Yes; I quite agree with you that in every human institution there is that difficulty; but if you are satisfied as to the competency of the inspector and of the confidence of the public in him, would you oppose the system?—No; but I think it is hardly possible in dealing with Intermediate education to secure such things.

Having brought you to that point I won't trouble you any further.

4973. Mr. Justice MADDEN.—Do not suppose that I have formed any definite opinion as to the relative merits of the rival systems before us. But I want clearly to understand your individual views on the subject. I understand you attach very considerable importance to efficient inspection as a test of methods of teaching?—Yes; I think it would be useful.

4974. More especially with regard to modern languages and to natural science?—Yes.

4975. But you object to inspection as the basis upon which the State aid should be distributed amongst the schools?—I cannot say that I have very strong views of any kind on the subject. My own feeling is this, that the present system holds and would continue to hold the confidence of the public and of the masters.

4976. It is a most important element in the consideration of the question, to inquire not only what is the best system, but what would be accepted as the best system. Those are two different questions. Your main objection to the distribution of fees as the result of inspection is a doubt whether it would prove generally acceptable, and meet with the confidence of the public?—Yes, I think if you would allow me to say so that the great majority of the Intermediate masters are in favour of the continuation of this examination for results, and they are opposed to inspection, and I think they naturally ought to have considerable weight in settling the question.

4977. From their knowledge of the working of the present system?—Yes. The other observation that I make is this—that the opposition to results fees in the primary schools, both in England and in Ireland, seems to me to be on quite a different basis altogether. In that case it is not one examination for all candidates with every candidate getting fair treatment. But it is a question of numbers of inspectors —I suppose one hundred connected with the primary system, one marking a school severely, one marking a school lightly, and so on, with the result that the primary teachers in both countries got up in arms and are in arms against the results system.

4978. The opinions of experts must be considered with due regard to the particular system of which they have had experience and with which they are dealing?—Yes.

4979. And although those opinions which are quoted here are entitled to great respect and consideration, we must remember that they are the opinions of experts who have not directed their attention to Irish experience or to our system. Did you ever hear a "jurist" defined as a man who knew a little of the laws of every country but his own. Perhaps that is a new definition to you?—Yes.

4980. May there not be educational experts who might possibly be defined somewhat similarly. In other words, must we not have special regard to the experience of experts who have devoted their attention to the particular system and circumstances with which we have to deal?—Yes.

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4981. Not disregarding experience derived from other systems but discounting it, having regard to the fact that they are different systems tried under different conditions?—Yes.

4982. I understand that the strong observations that are contained in your paper are not directed against inspection as a corrective of the system of written examination. You say, "A very large staff of inspectors would be required to examine so many schools in so many subjects; and as each of these inspectors would have his prejudices and fads, it seems unlikely that a higher standard of uniformity and justice would be attained"?—Yes.

4983. Although the individuality of the inspectors comes into play even when you adopt inspection as a corrective, it is not nearly such an important element as when you adopt inspection as a basis of the calculation of payment?—Certainly.

4984. In the first place, it only deals with a limited number of subjects, and in the second place, it is not the foundation of the entire system?—No.

4985. And your observations, as I read them, are directed, not against inspection as a corrective, but against inspection as the foundation of the entire system of distribution?—Yes.

4986. I understood that to be so from your paper. You were asked whether it was not fair that the teacher should be paid for the entire of his teaching, not only for teaching what I may call his specimen boys, but for teaching all the boys in the school. Rightly or wrongly, is not the theory of the present system that you ascertain the general teaching in his school by an examination of certain boys?—Yes.

4987. It may be quite a wrong assumption, but the theory is, that you pay a manager for the teaching in a certain school, and you test the amount of his teaching by examination?—Certainly.

4988. It may or may not be the best test, but the thing sought to be arrived at is the same—the teaching in the school?—Yes.

4989. The question remains which test is the better. There are two practical points to which I would like to direct your attention, having regard to your experience. You are in favour of the abolition of the Preparatory Grade?—Yes.

4990. Some practical men have said to us, "If you do away with the Preparatory Grade the teachers would be tempted to teach the Junior Grade programme prematurely. But if you keep the Preparatory Grade their teaching is graduated, and leads up to it." Have you considered that point?—I have not thought of that, but I think there is something in it. If the Commissioners should decide to retain the Preparatory Grade merely as a pass grade I think there could be no objection.

4991. I may say that I entirely agree with you on that point. There seems to be a general unanimity on that point. But you recognised, when I mentioned the last point, that it was a matter to be considered?—Yes.

4992. Now, you have contemplated the division of our courses into, at all events, two—grammar school and modern?—Yes.

4993. And you have suggested that this division should run through the entire course. Have you considered the effect of that? Do you think it desirable to specialize at a very early stage?—No, I don't.

4994. I want you to consider the point?—You see my specialisation is very limited. It is just a question of Latin being compulsory on the classical side. Greek and Latin would be the principal languages on the one side, and Greek would be excluded on the other side.

4995. Then I take it you would not be in favour of what I may call the extreme specialisation that has been recommended to us at an early stage?—No, I am strongly opposed to that, and I am strongly opposed to commercial specialisation. I may say that there is a strong temptation to teachers of modern languages to add the commercial to their teaching of the language, and I am proud to say that I never for a moment accepted it. I have continued to teach both French and German simply on the old lines. I don't think I ever took a single pupil for the commercial course.

4996. There is only one other point to which I desire to call your attention. You, with all others who are interested in education, attach considerable importance to the individuality of the teacher?—Yes, certainly.

4997. Were you present when Mr. Jones was examined?—Yes.

4998. Were you present when I asked him some questions on that point?—I think so.

4999. Were you present when he gave us his views as to the extent to which individuality in teaching might be retained under the present system?—Yes.

5000. Do you generally concur with his views on that?—I do concur with Mr. Jones's views; but, at the same time, I think there is a want of distinction between schools. There is a certain amount of vagueness in what has been said hitherto—that is to say in a large boarding school, such as the English public schools, the influence of the master is a very different thing from the influence of the master in a great day school, like, for instance, the Manchester Grammar School; and I think that the Commissioners must beware of legislating merely for what I would call the public school side, a side of education that is very little represented in Ireland, forgetting that the great mass of the schools in Ireland are rather of the type of the Manchester Grammar School—that is great day schools. The head master's influence in the day school is, no doubt, very important, but it is not at all of the importance that the head master's influence is in a great boarding school.

5001. O'Conor Don.—I see you differ from Mr. Jones with regard to the desirability of having pass and honours papers?—Yes, I should explain here that although I heard Mr Jones's evidence, I am still not a convert to his views. The ground and reason I have for this suggestion is the making of your work more accurate and more satisfactory. Where honour and pass candidates are mixed up together, say you have a thousand answers returned, probably thirty or forty of these would, under the new arrangement, be honour papers. Well, the examiner takes these thousand papers, one after the other, and he gets completely bewildered and confused with the great mass of papers. Whereas, if he began by taking thirty honour papers, and put aside the pass papers, then he would arrive certainly at more accurate, and I would say, at more reliable results.

5002. You don't see any difficulty in carrying it out in the schools?—I really don't. I may be wrong, but I don't.

5003. Rev. Dr. Todd Martin.—On that particular point, it has been suggested that the choice between pass and honour papers should be made by the student when he sends in his application to be examined?—Yes.

5004. And that of course he would be under the advice of the teacher?—Yes.

5005. Do you think that would lead to any difficulty on the part of the teachers as to advice which they should give the boys?—Well, I cannot say that I think it would have for its effect to make the boys limit their programmes, and therefore would result in more thoroughness of education.

5006. That is to say dropping subjects in which they could not do more than pass?—Yes.

5007. Do you think that advisable in the early stages?—I think it would do no injury, because the honour boy who is aiming at an exhibition will always take a sufficiently wide course.

5008. But he may take a wide course though he does not expect to be in a position to take an honour paper—what you would call an honour paper—in some subjects?—I don't exactly see the point of the objection.

5009. Well, take a boy who is not brilliant in French but a good Classic—you would say to that boy, "Don't go in except as a pass; don't attempt anything but a pass," would not that discourage him taking up French beyond the degree of attainment that gives a good pass?—I don't know. Of course it means a little specialisation; but whether it would be injurious in its effects I could hardly say.

5010. Look at it practically, as one who had a large number of boys?—I do not see it would have much influence one way or another.

5011. You have had charge during your teaching work in Ireland of the modern languages department in the Academical Institution?—Yes.

5012. Except as regards the text-books, which I omit for the moment, has the Intermediate Board affected in any material way your methods of teaching?—None whatever.

5013. You are not interested in the Institution in any way, except as regards the interest one has in any place where one has obtained his successes. Your school, you are free now to say, gained rather a brilliant place in the modern languages department?—Yes; an honourable place.

5014. Having regard to your long interest in the school, you have the least right to complain as to the position your school took both in honours and results fees?—I should say that.

5015. And that result was attained by you while making not the least change in your handling of the boys or methods of teaching?—Not the least.

5016. Except taking the text-books that you might not otherwise have chosen?—Yes.

5017. So that on your experience this system does not, for a competent teacher and a fairly conscientious man, tend unduly to force him to bad methods of teaching?—I should say not, and I am sure there are a great many masters like myself in that respect.

5018. But, without claiming special virtue in doing so, you have gone on teaching the boys just as effectively as they would have been taught if we had not been in existence?—Yes.

The Commission adjourned until the following morning.

Jan. 27, 1899.

ELEVENTH DAY—FRIDAY, 27TH JANUARY, 1899.

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

Mr. ROBERT DODS, B.A., formerly Principal of the Royal Academical Institution, Belfast, further examined.

Mr. R. Dods, B.A.

5019. Rev. Dr. TODD MARTIN.—I hope I shall not occupy you very long, but I want to ask you a few questions. Suppose you had the corrective inspection which was spoken of yesterday, do you think that *viva voce* examination would be indispensable to a satisfactory examination?—Yes, certainly, in the languages.

5020. In the languages?—I mean in modern languages.

5021. I mean, supposing that you have the *viva voce* examination in the language in the school, and that we offer a written paper to the student as we do now, would the examination by the written paper be satisfactory without further oral examination?—Quite satisfactory; in fact, I am strongly opposed to *viva voce* marks being given at all for honours.

5022. You would not allow the *viva voce* to count?—Certainly not.

5023. You prefer to have separate pass and honour papers?—I do.

5024. Of course that would be a great convenience if we could accomplish it. Might I ask you how many in the hundred of your boys pass, that is of those presented—I mean on the average?—I should say that out of, say, sixty presented, probably fifty would pass.

5025. You would lose ten on the sixty?—Yes. I should think so.

5026. It has been calculated, and I am not at all disposed to question the accuracy of the calculation, that a pass with us at present means 62½ per cent. on the pass questions?—Yes.

5027. That is to say, only ten boys out of the sixty you send in would fail to get 62½ per cent. on the pass part of the paper at present?—Yes.

5028. You were asked about rewarding the teacher for the pains expended by him on the dull boy. Now, suppose the teacher to be paid a reasonable amount for the boys that pass, do you think he suffers injustice in not being paid for those who, through no fault of his own, perhaps, do not pass?—No, I do not think so, because I consider that if you pay for boys *en bloc* you must necessarily reduce the rate of payment, so that it would come out pretty much to the same thing.

5029. So that you think payment on a section of the boys, though not ideally perfect, works fairly well at present as regards the remuneration of the teacher?—Yes.

5030. If the grant in aid to the heads of schools were given on inspection you would not, I understood from your evidence yesterday, think it advisable to have a general competition for prizes?—No, because, as I mentioned before, my experience of teaching in France leads me to think that it would be injurious to education.

5031. The exhibitions and prizes would then have to be awarded within the individual schools by some device, that is to say, if there were no general competition. You would not recommend that?—No, I think not. I do not see how that could be done.

5032. Of course we could allocate exhibitions and prizes to individual schools, and let the competition be in the school itself?—Yes; but I do not see the necessity for that, because large schools, I should say, with their foundations, or their fees, would be rich enough to give prizes to their own pupils if they chose.

5033. And would the teaching profession generally and the public, do you think, approve of a system of that kind?—I do not think they would. My own feeling, I may say, is that the system of rewarding pupils is carried much too far.

5034. What change would you propose to make?—I have already proposed a reduction of the value of the exhibitions.

5035. You have given us your judgment on that point in the paper you sent in?—Yes.

5036. There is a very important practical matter, and that is the education of clever boys in rural districts and in small towns. Could you offer any suggestion from your experience as to how Intermediate education could be extended more fully to that class?—Well, you might adopt a system which prevails in some countries, where a clever boy, say, attending the Primary or National school, is sent for his education to a centre where there is an Intermediate school.

5037. Would that be a method easily carried out in practice?—I do not think it would, in this country at any rate. But I think that the small schools scattered over the country meet that want.

5038. I should just wish your opinion in regard to that. You were master in one department of a large school?—Yes.

5039. I should like to have your view as to the efficiency and value of small schools?—Well, of course, my judgment in that respect would lead me to speak perhaps too severely of some, while I would be obliged to speak most favourably of others.

5040. Of course?—I believe, though I have no personal and direct knowledge of such schools, there are a great many small schools that really do not deserve the name almost of Intermediate schools.

5041. The discouragement of these you think would be an advantage educationally?—I think so. I would not perhaps like to go so far, because some education is better than none.

5042. There might be education given in some of the schools not worth paying for by the State?—Quite so.

5043. Take now the efficient school. There is nothing in the fact of a school being a comparatively small school to prevent it being an efficient school?—No. On the contrary, the most efficient school, the

most successful school in Ireland, I consider, is a small school of fifty boys; that is Lurgan College.

5044. How has it proved its success?—It has proved its success in every form of competition; first of all, in the Intermediate, and then in Trinity College competitions, and the Queen's.

5045. It has not been hampered in producing the very best type of boy educationally by its being a small school?—No. Of course, it means very great capacity and hard work on the part of the principal and his assistants.

5046. That would indicate, I think, that you can hardly exclude the influence of a master's personality?—No; in fact, I attribute the extraordinary success of that school to Mr. Kirkpatrick's personal influence.

5047. You have taught under the programme of the Board since the programme was first issued. I would like to know the result of your experience as to the curriculum set in your department. Give us all the defects that occur to you perfectly freely?—Well, sometimes, for instance, I should certainly, if I had been left to my own judgment, have chosen more appropriate authors.

5048. In what sense more appropriate?—Sometimes from the point of view of the language itself; sometimes again from the point of view of the subject matter.

5049. Have you any other criticism of the set programme in your department?—Well, I think that in French, for instance, the reading of prepared French should not perhaps get as high marks relatively; I would prefer to see composition getting the marks that might be spared from the prepared author or authors.

5050. Would you agree with the suggestion that there should be no prescribed course?—I am not so sure; I have not exactly made up my mind on that. I think on the whole, as far as I can come to a decision on the subject I would prefer not too long courses—a relatively shorter course, to which in modern languages I should not give very high marks. Another defect I was going to refer to is that sometimes the course, especially in the Senior Grade, I have found rather too long.

5051. I was surprised to find you suggesting that no medals should be given in that department?—Perhaps it may seem inconsistent that I allowed the gold medal to remain for Greek and Latin, while abolishing it for modern languages, but it seems to me that Greek and Latin go together as a sort of course in themselves, and, moreover, they are two affiliated languages. Therefore you can couple them together, and make them a subject to be rewarded just as you can algebra, Euclid, arithmetic, and trigonometry, and give a medal for them. But when you come to modern languages you are obliged to give a gold medal to the boy who secures the highest marks in four or five, which is reducing the thing to an absurdity, because in that case your gold medal will simply reward mediocrity as a rule. I believe if you limited it to two languages boys would be able to choose French and German, which would certainly be the most important and of the most practical use. But my chief reason was not that. I have before me some results. In the year 1884 a student in the Junior Grade obtained the gold medal on the following marks:—498 in French, 439 in German, 410 in Italian. Those are respectable marks. There was another boy who obtained first place in French with 616 marks, showing far more than mediocrity—very great excellence. This boy obtained in French 616, and in German 544, beating the medallist in both languages, and, certainly, if I had been the authority to bestow the medal I should have given it to him, and not to the boy who obtained the mediocre marks. I may say, as another objection to it, that the number of boys in competition was confined to thirty-six; that is to say, there were only thirty-six boys in the whole grade in Italian.

5052. Most Rev. Dr. WALSH.—The competition for the gold medal was limited?—Limited by the number of boys competing in the third language. In 1887 a boy of my own, who got his education entirely with me, obtained in the Senior Grade first place in French and first place in German, his marks being 617 in French and 631 in German. That boy is now a Fellow of St. John's College, Cambridge, and one of the most brilliant mathematicians in his university. I ought to add in regard to this boy, that he also, in addition to getting first place in French and first place in German, obtained the first composition prize in French and the second composition prize in German, which was, I believe, an unparalleled performance in the Senior Grade. The next boy obtained 612, or five marks less in French, and in German 559. The boy who carried off the gold medal obtained the following marks in four languages:—573 in French, 588 in German, 447 in Italian, 583 in Celtic.

5053. What year was that in?—That was in the year 1887. I believe the rule has been changed since, so that that boy could not obtain the medal on those marks now.

5054. Dr. BARKLEY.—He would obtain the medal on three languages, and not on four?—Yes, three.

5055. Rev. Dr. TODD MARTIN.—Have you anything further to add on that point?—No; I do not think so.

5056. I wanted the result of your experience in regard to the question of the publication of the names and the marks in detail by this Board?—Of course, *per se*, there is no harm in the system as at present, except for the unfortunate results which arise.

5057. In order to prevent, as far as possible, those unfortunate results arising, how would this proposal meet your view—that the exhibitioners be printed in order of merit, and also the prize pass lists, and that all others be printed alphabetically simply as passes, not giving in any case the figures?—I daresay that would diminish the evil.

5058. Rev. Dr. TODD MARTIN.—Not giving, of course, the name of the school?—No.

Rev. Dr. SALMON.—I believe that what was suggested by the Archbishop was to publish the numbers and nothing more.

Rev. Dr. TODD MARTIN.—This is different; this is to publish the names.

Rev. Dr. SALMON.—I do not see the necessity. I think this is really wasting our time in arguing a matter of detail. I think it seems a perfect system to publish the numbers; everyone knows his own number, every schoolmaster knows the numbers of his students, and nobody else knows them. If you publish the numbers you avoid all the delay of applications to the office to tell them their marks or separate communications to schools. You give the numbers, and that is absolutely a publication which tells nothing either the one way or the other. However these are really matters of detail that we can easily settle among ourselves. I think it is waste of time to discuss these when we want to see what radical changes are necessary.

5059. Rev. Dr. TODD MARTIN.—I have no desire to pursue a point like that, but we have a teacher before us who has had experience, and I wanted to ask what he thought on the subject. However we will pass that by. (To *Witness*)—You made an interesting suggestion in the paper you read here yesterday as to the superiority of German in learning, and that it was due to England's specialisation in the universities; is that the idea?—No, specialisation goes much further; in fact, I may say the contrary of that. When a student goes to an English university and much more to an Irish university he is obliged to carry on at the same time the study of a considerable number of subjects, When a German student goes to a German university he becomes a thorough specialist, and there-

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fore he obtains results which cannot be obtained in either English or Irish universities.

5060. And that is due with us to the offering of large scholarships?—No, I would not say that, but I would rather place that as another cause of our inferiority. First of all, I would say that the Germans specialise in their universities, and hence, to a great extent, their success; but further, they do not distract the students by giving exhibitions and keeping them working constantly up to examination point, which I think is perfectly ruinous to university students.

5061. Then you would abolish the great prizes in the university?—Yes; that is to say, that is my ideal system. I do not say that every ideal system can be carried out in a country, because you must consider the country and the circumstances.

5062. There is just one other point. I hardly care to ask the question but I would like to put it to you. If you were teaching under a system of inspection, would it at all influence you—the question of the religious denomination of the inspector?—No.

5063. As separated from his efficiency and fairness?—Certainly not, because I have among my friends some inspectors of all the three principal religious denominations.

5064. And you would have equal confidence in either?—I should have equal confidence in all that I call level-headed men.

5065. I think there is a peculiarity about your school, that there is no record in it of the religious denomination of the pupils?— No.

5066. Dr. BARKLEY.—You explained to us that the present system of results secures full attention to the average boys?—Yes.

5067. I want to put the question whether there is any tendency to lead to the neglect of a boy who is below the average, and who therefore is not likely to be successful at an examination, and probably would not be sent up at all?—Of course, I can only speak from my own experience in that matter, and it has never made the slightest difference with me; in fact, I may say that I never know which boys were going up for the examination; I never make it a point to find out the boys that were going in for the Intermediate or the boys who were not.

5068. Do they send in their own notices?—They are sent through the office, so that I often did not see the notices at all.

5069. You have had some experience in your school of the examinations for the Science and Art Department. Do you think that our examinations in experimental and physical science require any modification in order to make them fit in better with the system adopted by the Department?—I think I agree with Mr. Jones that it would be a great gain if the two examinations could be made identical.

5070. That is as regards courses and subjects?—Courses and subjects, and even if the one examination could be accepted.

Dr. BARKLEY.—I think there is a difficulty as to accepting the one examination; I am afraid the Science and Art Department would not accept our examination, and we should not accept theirs.

CHAIRMAN.—But he is asked for his ideal system.

5071 Dr. BARKLEY.—Yes, but the question I asked was whether anything could be done to make them work in better with each other?—I should say that having the same courses would materially simplify matters.

5072. In some of the answers we have received there is a strong recommendation of a separate course for students studying science specially. What is your opinion as to that?—My opinion is it is a great mistake to have too many courses—that the Intermediate schools should not aim at preparing boys for a *Fach*—as the Germans would say—that is, for a particular department of science or activity, but that it should give a good general education as a foundation for further study.

5073. Then, if we had the two courses that you propose, one the classical course and the other the modern course, I suppose you would say that if a student wished to take up a scientific subject, he might take it as part of either?—Yes, certainly.

5074. Your proposed modern course is nothing of the nature of the commercial course that has been put before us by some witnesses?—Quite the contrary. I hold a commercial course in abhorrence. It is mere cram—the mere learning of a string of names that mean nothing to the pupils.

5075. I did not clearly understand whether your proposal was that the system of marking on the classical side and on the modern side should be different, or whether the same marks should be awarded for the same subject in both courses?—By no means. For instance, take Latin. On the classical side you could very well continue your 1,200 marks, but I would depress it very much on the modern side; I certainly would not give more than 700, the number given for French.

5076. There is a practical question which I would like to have your opinion on as regards that. You know the ability of the various boys who have studied modern languages under you, and you know what they have done in classics as well as in modern languages. Do you think it is as easy to get the same proportion of marks in a classical course as it is in a modern course—in Latin or Greek?—That will depend a great deal on the examiners.

5077. But, judging by the past, is it not a fact that it is easier to get very high marks in the modern languages than in Latin or Greek?—Yes; I think, perhaps, it is. I think the examiners in French, and especially in German, and, most of all in Celtic, from what I have heard, are inclined to be rather lenient.

5078. I suppose it applies as much to Italian as to any of the other three?—Yes, perhaps it does. I can only speak from experience of the two first—French and German.

5079. Do you propose any addition in the modern course to the work to be done in order to make the French and German more nearly equivalent to Latin and Greek?—I was struck with a remark of Monsignor Molloy in his first examination; he said, I think, if I do not misrepresent him, that the French on the classical side would require to be taught more thoroughly and more systematically, and that on the modern side the French might be taught more loosely and without so much regard to accuracy and all the rest of it. Now my opinion is exactly the opposite to that, because on the modern side French and perhaps another modern language might be the only intellectual training that the boy will get, and therefore it seems to me quite essential that the French and German teaching on the modern side should be made as thorough if not more thorough than on the classical side, where the boy obtains his intellectual training mainly through the ancient languages.

5080. But I thought it was part of your system that Latin should form one of the subjects of the modern side?—Yes, an optional subject, of course; and I think you would find, when you gave that option, that Latin would largely be dropped, because, you see the marks would be depressed and there would be no inducement.

5081. That was one of the points I wished to bring out clearly. Would not depressing the marks in Latin on the modern side tend to cause neglect of a subject which is really desirable for people who wish to have a thorough education?—That again is a question about which there is a great difference of opinion. I daresay you knew Professor Nesbitt, who was quite an authority on educational questions, in fact, one of the men who had studied the subject most thoroughly in Ireland, and I remember he told me that after having had long experience of examinations and of

teaching he considered that the French language when adequately taught gave quite as good a mental training as Latin.

5082. I see that some of the advocates of the scientific course, while they attach considerable importance to modern languages, also lay great stress upon Latin: do you think it ought to be encouraged in the scientific course?—I am not hostile to Latin. I would leave it to the headmaster of the school, and, of course, to the parents of the pupils, to decide. I think it would be very desirable. For instance, an ideal modern course would be Latin, French, and another modern language.

5083. CHAIRMAN.—And no mathematics?—Oh, yes, certainly. I would leave the course pretty free, as at present.

5084. Dr. BARKLEY.—With reference to the amount of work required to gain the same knowledge of Latin that would be expected in modern languages, is there not a reason for maintaining the present higher marks of Latin, as compared with French and German?—Well, my idea in proposing a modern course was to do away with the tendency which seems to prevail so much in Ireland at present, to train all boys in Latin, and a great many in Greek; in fact, giving a training which is calculated to prepare for the university and not for the practical work of life.

5085. Most Rev. Dr. WALSH.—To what do you ascribe that tendency which you speak of?—I think the tendency is due to the desire of getting exhibitions, and they can only be got successfully by going in for the heavy subjects, like Latin, Greek, mathematics, and so on.

5086. In other words, it is the result of the Intermediate system, as it has been worked for the last twenty years?—Quite so.

5087. You spoke of reducing the rewards. I take it that you mean chiefly the exhibitions?—Yes; I would increase the prizes.

5088. You would increase the prizes and reduce the exhibitions. Of course it would be unfair to expect you to pin yourself down to any particular figures, but perhaps you have some general idea of the extent to which you think it would be advisable to reduce the rewards?—I should say, in the Junior Grade, £10.

5089. Instead of £20?—Instead of £20. In the Middle Grade, £20; in the Senior Grade, £30.

5090. We had some interesting figures here yesterday from your colleague of the Royal Academical Institution as to the policy of retaining exhibitions. What is your view?—I have not very decided views of the subject.

5091. Let me put a case to you. Perhaps you were here yesterday and heard some of the anomalies mentioned?—Yes, I was here. There are anomalies. On the other hand, I think there is something in the idea of giving a boy an annual sum that will carry him through the time he is preparing for the university, for instance.

5092. Do you think it better to give that in a form which does not require him to go on working?—Even though he falls short of the standard of excellence obtained by other boys, he is to get a reward, though they get none?—I do not consider it fair, you know.

5093. But that is the present system?—Yes.

5094. There was some difference of opinion amongst witnesses as to the policy of having separate pass and honour questions. I think you have a very distinct view upon that point?—My view is entirely founded on this, that I am anxious to make the examination results as accurate and as perfect as possible.

5095. And in what way do you think that extra accuracy can be best attained?—I think that when an examiner has before him only the thirty or forty papers of the honour candidates he is more likely to discriminate and to arrange them in the real order of merit than when he reads them in conjunction with and mixed up with a thousand others.

5096. So I should think. I take it that all your evidence in reference to the more general aspect of the case rests upon your convictions that the system of making grants to schools on the basis of the individual results of an examination is not a bad system from the educational point of view?—I think that with conscientious headmasters the evils, if any, will be very slight.

5097. But with headmasters who are not conscientious?—Then it might, I admit, result in purely working for examinations.

5098. Do you think it is possible to work a system intended for all the schools of a country like Ireland on the supposition that all headmasters are conscientious?—Well, I must say that all the headmasters that I know are conscientious men as far as I am able to judge.

5099. But do you think it is a proper principle for a body which is more or less in the position of the Government in this matter, to distribute public money on a system which does not provide a check against the working of unconscientious masters, but proceeds as if they were all conscientious. I have a very high opinion indeed of the conscientiousness of our masters throughout the country, but what I wish to know is whether you consider it a satisfactory principle for a public body to dispense public money on, to adopt a principle which does not provide a check upon the work of headmasters who are not conscientious, to disburse public money as if all were conscientious?—I have already suggested a corrective to a limited extent, that is to say, inspectors who are to report in a general way about the schools, and then specially in regard to modern languages.

5100. In a general way about the school, and specially in reference to modern languages and natural philosophy; and I do not know whether I could get you to agree with me about shorthand?—I really do not know; it is a difficult question. I am afraid it would not be practicable.

5101. I find this in the Regulations for the Cambridge Local Examinations—"Shorthand.—Students will take down passages read aloud, and will afterwards transcribe them: passages will be dictated at the rate of fifty and eighty words per minute." Do you not think that a much more satisfactory way of working than what we have?—I do, and I would certainly, if it was found possible, introduce it for passes, but I do not think you could give honour marks, because, for instance, one reader will read slowly and distinctly, and the candidates who are at his centre will all, or nearly all, perhaps, secure full marks. Another person is appointed at another centre who reads quickly, reads indistinctly, and the result will be that, excepting the best boys, everybody will be out of it.

5102. Very well; then how is it that everybody is not out of it in England?—But you see it is "pass" in England; it is mere pass in England.

5103. Does the difficulty arise from the fact that it is more than pass with us?—Yes. I would be quite willing to admit it if you like as a pass test.

5104. But does not the money grant depend upon the pass test under our Irish Intermediate results system?—If you find it practicable I have no objection to it whatever.

5105. You say that you think it is practicable for pass, but not for competition?—It might be, I said, but I think, your Grace, you must see that there are the difficulties in the matter that I have referred to.

5106. How precisely does the difficulty come in in Ireland; it does not exist in England?—I am afraid it does exist in England; I am afraid great injustices are done in England.

5107. What is the injustice which is done by requiring students to take down passages read aloud at the rate of eighty words a minute?—I have no information to show that the very things that I fear would take place have not taken place in England; that is to say, the dictation being rapid and indistinct at one centre in England has led before now to pupils being plucked, and that a very slow and

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distinct and deliberate reading in another centre has produced results directly opposite.

5108. You have no reason to say either the one thing or the other on this point?—No.

5109. Does any difference occur to you between the Intermediate system in Ireland and the Cambridge Local system in England that would account for a test being applicable in England which is not applicable here?—The great difference between the two systems is that you disburse valuable prizes.

5110. That we have £80,000 a year to disburse?—I mean that your examination is a competitive examination as well as a pass examination.

5111. So that the result of the fact of our examination being a competitive examination, with a large amount of public money to be given out in rewards, is that we are forced to have a less perfect system. Is not that a strange result of the establishment of a public grant of £80,000 a year?—I believe, as I have already pointed out, that a competitive system without results fees would be most injurious to education.

5112. A competitive system?—Yes.

5113. But my question was on another point altogether. I asked you whether you do not think it is a strange result of a grant of £80,000 a year being given for Intermediate education in Ireland that a less perfect system must be adopted than is found practicable in England, where there is no such grant?—Of course I cannot speak of the conditions in England.

5114. But, excuse me, I have not asked anything about the conditions in England?—It seems to me, your Grace, that your question takes it for granted that the conditions are the same.

5115. No; my question takes it for granted that the conditions are essentially different; the difference is this—that a large public grant of £80,000 a year has to be given out in this country, while there is nothing like it in England; and what I want to know from you, as an educational expert, is whether you do not think it an extraordinary result that the fact of our having a grant of £80,000 for Intermediate education in Ireland is to be set up as a defence for our having a less perfect system. I want to know your opinion upon it?—Of course, to answer a question like that one requires to have perfect freedom of thought.

5116. If you do not care to answer it now, I do not want to press it?—I should like to answer your question conscientiously, certainly.

5117. But you do not see your way, I take it, to say that it is an extraordinary result of our having a grant of £80,000 a year that we must necessarily have a less perfect system?—It would not surprise me if the introduction of money—the root of all evil—would be the cause of some deterioration.

Most Rev. Dr. WALSH.—That is what I think the evidence of the last few days has been leading up to.

5118. Rev. Dr. SALMON.—I would just merely ask with reference to the last thing. You have been examined about England and what is done in England, and, no doubt, you have a great deal of information about England?—No; I am sorry to say that I know very little about it.

5119. You know that a system has been adopted in England; you have heard that from the Archbishop?—Yes.

5120. And it is assumed, I suppose, with perfect accuracy, that if a system has been adopted in England it is a perfect success; are you aware whether it is or not?—I cannot say.

5121. Are you aware whether it discriminates accurately between students in different subjects?—I do not think it possible that it can.

5122. You see, you and I are theorists in this matter because we do not know much about what goes on in England, but if we think that it would not discriminate accurately between students in competition in different subjects, I should like, perhaps, some other witness to give us his opinion as to what takes place in England and how it works. In the mean time I shall suspend my judgment as to how it works?—That is exactly my position.

5123. Most Rev. Dr. WALSH.—I am afraid I must ask you another question arising out of the questions the Provost has asked. I brought under your notice a regulation of the Cambridge Local Examining Board, in which a certain method of testing a student's knowledge of shorthand is prescribed, viz., it is prescribed that knowledge of shorthand is to be tested by dictation.' Now I do not ask you to assume that it is a more satisfactory system than ours simply because it is adopted in England. I take it as a matter of public knowledge that a system which tests shorthand as prescribed in this regulation is necessarily a more perfect system than the one we have; and I ask you again, so far as your answering may have been qualified by what has occurred now, assuming on any grounds that the Cambridge Local method of testing shorthand is a more satisfactory method than ours, can there be any other explanation set up for our being forced to take a less perfect system than that ours is a competitive examination?—Well, I think that while in one respect the English system is superior to ours—I am not speaking as an expert on the matter at all, but it strikes me that while——

5124. I am only taking shorthand as an example of a large class?—Just so. I think that the system of dictation is certainly the rational one, but that it is not likely to produce such fair results as the Irish Intermediate.

5125. In shorthand?—In shorthand.

5126. Are you an expert in shorthand?—No, I am not, but I should think that all candidates have exactly the same chance all over the country.

Most Rev. Dr. WALSH.—We are coming again to the point that it is because we have a competitive system upon which a great deal of public money is expended that we are forced to have this particular form of testing shorthand. But I am afraid we are spending too much time on a very small point.

5127. Dr. BARKLEY.—You are aware that our examinations are carried on at upwards of 300 centres?—Yes.

5128. Supposing that shorthand was taken up in even fifty of those, would it not be very difficult to secure satisfactory persons to dictate passages to be taken down in shorthand at all those centres?—I do not think it would be difficult. I do not see any great practical difficulty except the one that I suggested—that is to say, that there would not be fair play all round.

5129. Rev. Dr. SALMON.—I suppose a practical difficulty must be to find 400 superintendents who should be trained to go at the rate of fifty words a minute, and to speak distinctly so as to be intelligible to the candidate; that seems to me a practical difficulty?—Yes.

5130. Of course if you could be sure of finding 400 such superintendents I would much prefer it?—Perhaps you might introduce a further competition—a superintendents' qualifying competition.

Most Rev. Dr. WALSH. — What the Provost speaks of as a practical difficulty, I can tell you is a practical impossibility.

Rev. Dr. SALMON.—That is the point. The system is more perfect in the abstract, if we could do it.

5131. Mr. Justice MADDEN.—We are all agreed that shorthand should be taught by a method of dictation; whether or not it is examined by a method of dictation. Could you not test by inspection of the school whether a faulty method of teaching is adopted or not?—I think it is quite possible. You could give instructions to the inspectors.

The witness withdrew.

Rev. L. HEALY, C.S.SP., President, Blackrock College, examined.

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5132. CHAIRMAN.—You are President of Blackrock College?—Yes.

5133. Before the introduction of the Intermediate system you had been teaching for one year in the College?—Yes.

5134. You have had four years' study in France, and you have had sixteen years' teaching in Rockwell, Rathmines, and Blackrock?—Yes.

5135. Each of these Colleges belongs to your Order?—Yes.

5136. You have sent in a paper in answer to our questions—a joint paper by you, Father Fogarty, and Father Brennan?—Yes.

5137. And Father Brennan has already been examined fully in reference to the contents of that paper?—Yes; it would save time if you would allow me at the outset to state the points upon which I am prepared to give evidence.

5138. That would be very much better?—I would first say a very few words on the general effects of the system; secondly, its effects on the students of Blackrock College, which effects I would show by trying to point out the subsequent careers of those who won exhibitions and prizes under the system. I would then say a few words on some of the alleged defects of the system. I would next speak of inspection as a basis of the distribution of your endowment; and, finally, I would point out what I consider two defects in the working of the present system, and give my opinion as to how those defects might be remedied. First, as to the beneficial effects of the system generally throughout the country.

Nearly all the witnesses that have been examined have borne testimony to the excellent results of the system. I concur entirely in everything said by them, and especially by Dr. Delany, in this section of their evidence. The report of the Census Commissioners of 1871 gives a description of the deplorably backward state of Intermediate education in Ireland at that date. "155 Intermediate schools," says the report, "must have become extinct between 1861 and 1871." Small loss they were if the account given in the Census report of their inefficiency and mismanagement is correct. The report adds that this fact "argues something worse than mere stagnation in that department of teaching." The Census reports are made out only at intervals of ten years, and we may fairly assume that the Intermediate schools continued their downward course after 1871 till the Act of 1878 broke their fall and gave them an impetus in the right direction. Between 1871 and 1891 the number of students receiving superior instruction increased 39 per cent., though there was a decrease of 13 per cent. in the population. Within the same twenty years (during thirteen of which the Intermediate system was infusing vigour into the schools) the number of Catholic students receiving superior instruction increased 61 per cent., though the Catholic population decreased 14·5 per cent. The Census Report of 1891 adds, "The number of pupils and students engaged in higher studies shows a very satisfactory increase, notwithstanding the large diminution of the population."

I now turn to the reports of the Intermediate Board, which also furnish evidence that the system has roused our Intermediate schools and rescued them from a state of "something worse than mere stagnation." It was only in 1885 the reports began to state the number of Intermediate schools to the managers of which results fees were paid. In that year the number was 244. In 1897 it had reached 367. The number of pupils examined under the system in 1885 was 5,181; in 1898 it had reached 9,073. This progress has not been confined to any single province. In the province of Connaught the number of schools that got results fees in 1885 was 17; in 1897 it had amounted to 27, an increase of 59 per cent. These figures argue popularity and success, it seems to me.

I would now say a few words, if you will allow me, as to the effects of the system as applied to Blackrock College. During the last twenty years the Blackrock Intermediate students have put to their credit 252 exhibitions, 161 retained exhibitions, 71 medals, 492 prizes in money and books; making a total of 976 distinctions. And it seems to me that a test of the success or failure of the Intermediate system as far as Blackrock is concerned, would be found in the success or failure of the subsequent careers of the students who won these distinctions. I may mention that at Blackrock, side by side with the Intermediate College, we have a higher department popularly known as the "Castle," in which students are prepared for the Royal University, and for the Civil Service Examinations. The Castle contains on an average about forty students, who come to it almost exclusively from the Intermediate College, and who had previously won distinctions at the Intermediate examinations. I can furnish you with some reliable evidence of the honours won by these students subsequently in the University examinations, by quoting a passage from a speech delivered publicly two years ago by His Grace the Archbishop of Dublin. Here is the passage: "Take the absolutely unendowed College of Blackrock. See its roll of distinguished graduates of the Royal University, and its long list of University honours and University exhibitions. Compare with all this the poor show that is made by either of the two Queen's Colleges of Cork and Galway, those colleges that are maintained by the State at a cost of thousands and thousands of pounds a year. In the contrast I make between that wholly unendowed College of Blackrock and those two endowed Colleges of Cork and Galway I am not talking at random, or indulging in mere vague declamation. I have included in my statement every examination in the Faculty of Arts, held by the Royal University during the last twelve years—the First Examination in Arts, the Second Examination, and the examination for the B.A. degree. And what was the result? Queen's College, Galway, has 160 honours——

5139. We would rather have the bare facts than anything said by His Grace, as His Grace is a member of this Commission. Would you kindly give us the facts you wish to mention—the number of those students who got distinctions; you know the facts; you can state them?—The facts are just mentioned here.

5140. We object to having them by way of a statement of the archbishop?—If you please. May I read the figures?

5141. You may state them as your own evidence. He got the figures from you, and you can give us the figures. You can tell us the figures?—His Grace did not get the figures from me, but from public records. Queen's College, Galway, has 160 honours; Cork has 124; Blackrock has 192. Then the list of exhibitions—colleges are compared—Blackrock has 69 exhibitions. When we confine ourselves to the very highest range of distinctions, how do the figures stand? The figures for other colleges are given, and Blackrock has 57, and of the first class exhibitions altogether Blackrock has 21. So far for the successes at the University examinations of our Intermediate pupils.

As regards the Civil Service, though the figures I have to give are not so exhaustive or reliable as those just quoted, still I venture to guarantee that they are not over the mark. I have taken into account those boys only who were "victims" of the Intermediate system, and who afterwards passed into the higher divisions of the Civil Service, 1st and 2nd class, or corresponding positions. No less than ten of the present Inspectors of Irish National Schools are old Blackrock boys. About the same number are in the highest positions of the India Civil Service. As many more hold interpreterships in the Consular Service of China, Japan, and the Levant; and as nearly as I can make out, 17 hold second division clerkships. It is not in attaining these positions alone, which are given by

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open competition, that our Intermediate boys have been successful. Counting only those or our exhibitioners and prizemen who fully reached a profession or definite position, I find that 89 have entered the professions, clerical, legal, and medical; 20 became professors in colleges. One, who was a typical Intermediate student is Vice-Consul in Constantinople, and writes after his name the letters C.M.G. When he got this decoration he wrote to me that he was the youngest man on whom the honour was ever conferred. Two others of our typical Intermediate students were elected members of the "Australian Federation Council," and one is Acting Governor of a British Dependency in Africa. I think I have said enough to show that the Intermediate system in its application to Blackrock College has not had a crippling effect on the intellects of the pupils.

5142. That is a very satisfactory result?—I would now pass on to the alleged defects of the present system, and the first one I will speak of is "cram." In the reports of the Intermediate Commissioners we find cram defined as a "hasty and superficial preparation of a subject." To prevent cram as thus defined the Board takes pretty effective measures. It suppresses altogether, as being no evidence of real preparation, the first 25 per cent. gained by the pupil of the total number of marks assigned to a subject. Thus, if a pupil scores 51 marks in a subject to which 200 marks are assigned, he gets credit for one mark only. Again, every mark gained above 75 per cent. in a subject counts as two. The effect of this rule is to encourage a thorough mastery of the subjects presented for examination. In the languages much importance is attached to composition and unseen translation, which cannot be crammed. We find among the rules this special provision (Rule 33)—"In the award of marks in Greek, Latin, French, German, Italian, Spanish, or Celtic, the number of marks gained by a student in these subjects in which he may not have obtained 35 per cent. of the marks assigned to grammar and prose composition taken together, will be reduced by half the number of marks gained above 25 per cent. of the total number of marks assigned to the subject in question." It seems to me that competition does not necessarily beget cram, whereas absence of competition invariably begets stagnation. The best schools in the old days were those that made competition and emulation between the classes of the school and between the individuals of the class as sharp and exciting as possible. Why should competition be essentially evil when extended from individuals and classes to schools? I would now say a word about another alleged defect of your present system, viz.—that it hampers the liberty of the teacher.

5143. Before you pass from the subject of "cram," your opinion is that the system does not encourage cram?—That there is nothing in the essential or fundamental principles of the system which would encourage cram. If the examinations are properly conducted cram can be detected at once. If there was never an Intermediate system there would be in every good school an authority which would prescribe a programme of studies for the different classes, and that authority would need to be watchful and strong to prevent individual teachers from rambling outside the programme and wasting the pupils' time. It should guard particularly against faddists and theorists who are always most ready to assert that efficient teachers must have liberty to follow their own course and choose their own books. Unfortunately only a small percentage of the teachers of the country are Arnolds or Thrings. The majority do their work better for being directed and controlled by men of more educational experience and sounder views. Assuming that a programme of studies is sound and judicious, who will assert that the most competent teacher is unduly hampered by being obliged to confine his work within its limits? He will of course have perfect freedom to apply his own methods of teaching to the mastery of the programme. The more interesting he makes his teaching by references and illustrations that have a real bearing on the subject the better for his class. He may, and he should, teach his pupils to see around the subject as well as into it and through it; but is there any reason on earth why, when the year's work comes to be tested by a competent examiner, the pupils of the best teacher should not score the highest marks? How can the prizes and results fees that are offered compel the teacher to become a crammer, or affect the issue at all, except in stimulating other teachers to bring to their work similar methods and similar zeal. Few will maintain that the eminent scholars who compose the Intermediate Board, and the Assistant Commissioners who aid them, are not more reliable guides in selecting a judicious programme of studies for the different grades of the Intermediate schools than individual theorists or individual teachers. The guidance of the Board shackles the freedom of the teacher, and, to use the words of Dr. Mahaffy, "ought to do so, so far as it represses random licence and points out the normal course of a proper education." In my opinion a teacher may be hampered in one of two ways. He may be hampered either in the choice of a programme, or by being compelled to teach that programme, once it is chosen, according to certain methods. I maintain that under your system he need not be hampered in either of these ways. Now I come to another alleged defect of the system, viz., that as a result of it the pupils are overworked, especially the clever pupils. Though the tendency of a competitive system would undoubtedly urge the headmaster who aimed solely at success in the competition to press the students unduly and cut short the time for rest and play, still the actual practice, as far as I am aware, shows a totally different state of things. The master's own conscience and the pressure from below of both pupils and assistant teachers, act as a corrective. I may be allowed to state what is the practice in Blackrock College, first as regards recreation, secondly as regards sleep. In the ordinary working day there are four intervals of recreation, amounting to about three hours. Moreover, every week there are at least two half-holidays. So that by the rules of the College and the invariable practice the students are entitled to at least twenty-six or twenty-seven hours of recreation every week. There are, besides, frequent occasions during the summer and winter months when the students petition for and get an additional holiday or half-holiday for cricket or football. The students who are deputed to clamour for this favour are invariably the exhibitioners headed by the captain of the cricket or football team. Every student gets nine hours for sleep, and the very young gets ten or eleven hours. But the senior students are allowed, if they choose, to devote one of the nine hours assigned to sleep to the reading of books, other than class books. As to games: the ardour for games and sports, for football, cricket, and cycling, is at least as great as it was in the pre-Intermediate days. Most of the leading schools in Leinster annually compete in the football field for what is known as the "Leinster Schools' Cup," and the heads of these Leinster schools will bear me out when I say that infinitely more enthusiasm and zeal are shown by the students in trying to qualify for entrance into the "Cup team" than for entrance into the lists of the exhibitioners. One of the privileges of the cup team is to devote to football much of the time which the other students devote to study, and the headmaster would be a courageous man who would refuse this privilege to any members of the team, however high the hopes he may have built upon their talents of winning Intermediate distinctions. As a proof that this game is not neglected in Blackrock, I may say that the teachers as well as the boys are proud of the fact that the Schools' Cup which was first offered for competition twelve years ago has been kept in Blackrock College for eight years out of the twelve. The enthusiasm for football during the winter months is hardly greater than for cricket, cycling, and tennis during the summer months. Now I come to the objection that dull and non-competing boys are neglected

There was never yet invented a system of education in which there was not a tendency to neglect dull pupils. I fancy that the charge made against your system in this particular respect would imply that all non-competing pupils are comparatively neglected in schools that compete under your system. Of the total number of pupils in the Intermediate schools less than one-half are presented for examination. The school that would neglect half its pupils and concentrate all its teaching powers on the other half would soon be branded as a mere grinding academy, and would soon find its halls depleted. If direct evidence bearing on this point as distinguished from hearsay evidence can be gathered, it will probably show what I know to be the case in Blackrock, that dull boys and non-competing boys are not treated differently from competing boys. On coming to the College, boys are put into the classes that suit their proficiency. Dull boys are never detached from a class of smart boys unless they become a drag upon the class; and in this case, if your system never existed, they would be removed, and ought to be removed. Twenty-eight per cent of all our pupils at Blackrock are either above the maximum limit of age, or too backward to compete. These we distribute through the sixteen classes, into which the students are divided, putting each into the class that suits his talents and proficiency, and treating him exactly as those boys are treated who are preparing for your examinations.

5144. O'CONOR DON.—That 28 per cent. includes both classes—the backward boys, and those who are too old to compete?—Yes, and 21 per cent. of our boys this year are below the minimum age.

5145. Most Rev. Dr. WALSH.—That is, that practically 50 per cent. are excluded from competition?—Yes, by age or by unfitness to compete.

5146. Mr. Justice MADDEN.—By age on either side?—On either side.

5147. CHAIRMAN.—Practically one-half?—Yes. Now I go on to speak of the subjects that do not pay. It is confidently asserted by some witnesses that the reason why certain subjects are not more generally taught is simply because they "do not pay." The stock example selected to show that this is the case is the fact that the teaching of science has been practically killed by the system, for the reason that the teaching of science does not pay. It seems to me that in the use of the word "system" some confusion prevails, and that the distinction between the simple broad principles embodied in the Act of 1878, and the practical application of those principles is not clearly kept in view. Much, perhaps most, of the criticism directed against the "system" is in reality a censure on the way in which the system is worked by the Board, and especially by the examiners. It is not the "system" that has killed the teaching of science. The "system" was the same in 1887 as in 1897. Considered as paying subjects the sciences had the same value in 1897 as they had in 1887. The marks attached to them were not lowered during the ten years; and yet the number of students examined in natural philosophy fell from 47 per cent. of the total in 1887 to less than 8 per cent. in 1897, and there was a corresponding falling off in the number that studied chemistry. I think that the simple explanation of this is, or the principal explanation is, that in the meantime the Board made a rule limiting the number of subjects that a student might present for examination, and, in 1896, and since, the limitation is such that a student presenting classics, mathematics, English, and one modern language is disqualified from presenting any other subject. It is a debatable question whether the educational value of the sciences is greater than that of the subjects just mentioned, and the teachers may be pardoned if they think it is less. At all events, it is the Board and not the "system" that has killed the study of science in the schools; and the "demoralising principle" implied in the phrase "it does not pay," had little to do with the matter. Even if the "demoralising principle" were as actively at work in the schools as it is represented to be, the Board could in any year use that very principle to give an impetus to the study of any subject to which they attach importance. Then it has been alleged that no subject is taught that is not tested by examination—that the result of the system is to drive from the schools all subjects of educational value, that cannot be tested by written examination. I believe that little direct evidence, and much hearsay evidence, has been given on this point. I may be allowed to say how far this accusation is true as regards the actual working of the system in Blackrock College. First as regards music. About one out of every four boys in the Boarding College is taught either violin or piano. Every boy in the College who has a good voice and ear is taught singing as part of the ordinary programme. There is the College brass band for which seventeen of the Intermediate students have daily practice at present. Frequently during every term there are concerts given by the students. Another subject is reading and elocution. In our elementary classes there are reading lessons regularly. In the grades advantage is taken of the memory lesson in poetry to teach reading and recitation. Distinct lessons in elocution are given to all the students by Professor M'Hardy Flint. Drill and gymnastics are taught by special masters. As to theatricals—several times during the year theatrical performances are given by the students of the Intermediate College. During the portion which has elapsed of the present school year two such performances have been given.

Another alleged defect of the system is that no account is taken of the capacity of students, or rather two charges which I combine here are frequently made against the system, and the first is that it allows no liberty to students to specialize their subjects, and, secondly, that it induces, and indeed compels masters to make their pupils study, not the subjects that suit the tastes and capacities of the pupils, but subjects that pay the masters. Now your programme comprises eighteen or nineteen different subjects. There is hardly a subject absent from it which could be regarded as part of a liberal secondary education. Among all these subjects there is ample room to choose, especially as no pupil can present more than a fraction of them for examination. Now it seems to me that any master with a right to select seven, or eight, or nine subjects out of nineteen, and no right to select more, will find that the subjects that suit his pupils' tastes and capacities are precisely the subjects that will pay him best. It seems to me, too, that there is ample room for specialising; that is, that while not limiting the studies of the student exclusively to classics or exclusively to mathematics, or exclusively to modern languages, much liberty is given him of devoting himself particularly to one or other of those branches. I may mention two cases in point. Some years ago I knew a Senior Grade student of a leading college who had no taste or aptitude for mathematics, but was particularly brilliant at languages. His masters, instead of confining his mathematical studies to the one mathematical subject which your rules require for a pass, put him at several mathematical subjects. The result was that though he scored a splendid total and higher marks in modern languages, I believe, than were ever scored before or since (2029), getting 545 marks more than the boy who got the modern language medal, still, as he failed in mathematics, his name did not appear at all on the pass lists, and his school got no results. There was a very similar case in 1896 of a Senior Grade student in Blackrock. He was a linguist and was allowed to specialise, that is, to study the minimum of mathematics and the maximum of languages allowed by your rules. He got a Senior Grade exhibition, a gold medal for languages, three composition prizes, and the next year in an open competition he won a

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student interpretership in the consular service, because he used the freedom given by your system to specialise as a linguist. These two cases seem to prove, first, that your system and programme give fair room for specialising; secondly, that they make it the interest of the master to allow the student to specialise; and, thirdly, that the subjects that suit the tastes and capacities of students are precisely the subjects that do pay. I go on now to speak of inspection.

5148. Before you go to the question of inspection; do I understand that your evidence is that there is no sufficient ground for the various defects that you have mentioned being attributed to the working of the Act?—There is no sufficient ground for accusing the system, as distinguished from the working of the system, of those defects.

5149. That is what I mean. I want that the distinction between the system and the working of the system shall be kept in view. But have you not found that there are some defects in the system itself, as distinct from its working?—Yes.

5150. Will you have the kindness to state what those are?—I had first intended to speak of inspection before coming to that.

5151. Very well; follow your own course?—I admit fully that inspection or visitation, to a very limited extent, may be useful and even necessary as a means of satisfying the Board that the modern languages especially—and I would be inclined to say the modern languages exclusively—are not taught in a faulty and absurd way. The great objection to inspection generally, as a basis of distribution of your endowment, is that it opens a breach in the system to the possibiiity of partiality and foul play. Let the inspectors be the most honourable men whose services you can command, they will not differ much in honour, in competency, and in social position from your present examiners. And yet see with what zealous care the authors of the Act of 1878 guarded the impartiality of the system from the examiners. No examiner can know the pupil whose paper he examines, nor the school nor even the province to which the pupil belongs. It is now proposed to demolish the sacred fortress of impartiality, and to expose what has been the heart and life of the system to possible foul play. I say in the first place that there would be public suspicion of partiality in the selection of the inspectors. The very mode of selecting inspectors will not be free from suspicions of partiality. How will they be chosen? Not by open competition, for though high scoring at an examination may be proof of knowledge and scholarship, it is certainly not a proof of character and general competence. If the appointments are not the result of open competition, they must be made by the Lord Lieutenant or by the Board, and, in either case, the appointments will be sure to give rise to jealousy and suspicion, to accusations of jobbery and favouritism. I may quote what Dr. Mahaffy says on this point—"All advantages of inspection will be lost if the inspectors are appointed to satisfy private interests, or the clamour of creeds, or the demands of false patriotism. If the main object of appointing inspectors is to obtain State salaries for a certain number of hungry applicants, if competence and independence of character be not secured, there will be more money wasted, and no real benefit secured by the change. Indeed, it seems almost vital that in the first instance some first-rate English and Scotch inspectors should be appointed, who are strangers to the various jealousies which beset all provincial societies." Then, secondly, I say that there would be suspicion of partiality in the individual inspector. The number of men in the country who are competent to be inspectors is small. They will most probably be men who are in close and friendly relations, either as past pupils or past teachers, with a few of the leading schools, and, however fair-minded, they will naturally be suspected of allowing the element of favouritism to colour or discolour their reports. This suspicion will be an active factor in destroying that universal confidence in the fairness of the system which at present prevails. I see no way of obviating this difficulty except that suggested by Dr. Mahaffy, namely, by importing the inspectors. I see a third difficulty arising from the expenses of inspection. Where will the funds come from to meet the cost of inspection? At present your whole endowment is about £80,000 a year. This is made up of two distinct parts: a smaller part, which is a fixed sum of £27,500, and a larger part, a varying sum, which is now about £52,500. You say that there is a danger, a great danger, that this larger part may be withdrawn. If this is so, you may have to work the system with the original smaller endowment of £27,500. Now, the present cost of administering the system, without inspection at all, is about £17,500. This, deducted from the only secure endowment, leaves a sum of £10,000, every shilling of which will probably be swallowed up in the expense of inspection, so that nothing may be left to go to the schools, either as a grant or in the form of result fees. And yet the schools having incurred heavy expenses to meet the requirements of the system have a kind of vested right in the continuation of the fees. The inspection of a school must be either serious and minute, or hasty and superficial. A hasty and superficial inspection will be worse and valueless. The report which would be the result of such inspection would be like those foolish books on the Irish question which used to be written during the days of the Land League by foreigners who came to spend a week in the country, and who went away quite sure they knew all about the state of affairs much better than either the Government or the people. A serious and minute inspection will be a tedious and expensive affair. Going from that head, the liberty of the teacher will be hampered by inspection. If inspection implies examination also, then, even if your Board is lucky enough to secure the services of such able educationists as gave evidence during the first days of the Commission, what will happen? The schoolmaster will be puzzled as to whether he must teach his literary authors on literary lines or æsthetic lines, or whether he must devote his attention principally to historic and mythological references. If it is true that he now sets himself to study the peculiarities of the examiners, how much more closely will he have to study the theories and idiosyncrasies and fads of the inspectors? If it is true—but I do not think it is—that the system of written examinations hampers unduly the liberty of the teacher, and extinguishes his individuality, how much more servile a creature must he become under the new system than under the old? He must submit to have his teaching examined and criticised; to have himself lectured to by men whom he may feel in his heart to be his inferiors in experience and in most of the qualities that go to make an educationist; and he is asked to do this by the very teachers who thank Providence for "the great boon and privilege they have themselves enjoyed all their life—of being absolutely free as to their teaching." All the witnesses who ask for inspection seem to agree that it is essential to submit the teaching to inspection. Now, how can inspection test the teaching fairly and adequately except by its results? "By its fruit you shall know it." It is all very well to speak of inspecting and reporting on the methods, the mannerism, and the living influence of the teacher over his class. All this is deceptive unless you can inspect the results. I have been at one time a pupil of that well-known professor, the late Dr. Casey. I have seen him when he was at his best, and I venture to say that nine inspectors out of every ten, if they were strangers to him, and for the first time observed him teach, would report that his teaching was inferior and his method faulty My experience in this way is by no means confined to this distinguished man. I had for many years

occasion to assign classes to teachers and to visit and inspect these classes. I remember coming unexpectedly into the class of a young professor who was supposed to teach Euclid. Instead of seeing a diagram on the board, and all eyes fixed on the diagram, I was astonished to find teacher and pupils busied with wires and strings, as if at tricks and puzzles. I expressed my astonishment and disappointment. The professor came to me afterwards, explained his method, and asked me to examine the class. I did so, and was astonished at the thoroughness of the boys' knowledge. Were I an inspector my report of the method of teaching, had I not tested the results, would have been the worst possible. Your written examinations, properly conducted, will test with palpable impartiality—the essentials of a sound education. What they cannot test is trifling in comparison with what they can test. Inspection and oral examination will not be a satisfactory test of anything, because it will lack the *cachet* of impartiality which alone can command confidence in its reports. At the only general meeting we have had of that fraction of the Catholic headmasters who compose the "Catholic Headmasters' Association," I was struck by the fact that those amongst them who had some practical experience already of the visits of inspectors to their schools, were strongly and unanimously against inspection. In the matter of modern languages, and in that matter alone, inspection is useful and, perhaps, necessary. But I would restrict it rigidly within these narrow limits. I would save the system from the possibility of partiality, and avoid inflicting on the schools what Lord O'Hagan called "vexatious meddling in their internal administration." I come now to what I consider are the real defects. The only serious defects which I see in the Intermediate system are not inherent in the system, but are accidental to the working of it. These defects are to be found, first, in the manner in which the examinations are conducted; and, secondly, in the absence from the system of a commercial course. With regard to the examination, I may be allowed to quote from an article which I wrote last December for the *Irish Ecclesiastical Record*:—"An examiner may be, and ought to be, a guide for the teacher. It is hardly too much to say that the Intermediate education of the country is what the examiners have made it. They have it in their power to direct the work of the teachers and the pupils along true or false educational lines—to ignore or even encourage vicious methods of teaching, or to detect and punish them; to lower the standard of the schools, or to keep education on a high and healthy level. Let us consider the single case of an examiner who has to set a paper on the text-book of the language. We will suppose him to have the qualifications of a really good examiner. Not only is he well acquainted generally with the author's writings, but he has mastered this particular one thoroughly. He has recently gone over the ground again carefully and minutely. His thoughts have rested on every page, until he has penetrated the whole meaning and seen the working of the author's mind. He sees the order, the elevation, and the beauty of the writer's thoughts; he has discovered the principles which underlie and animate his style and character; he knows the passages in which the author is at his best, and the passages in which he nods; he knows the circumstances in which the writer lived, and the conditions under which he wrote; he is familiar with the political, social, and literary life of the time, and sees the fitness of every illustration. Being equipped in this way, an examiner is a guide. His questions will deal with the author's thoughts, especially his cardinal thoughts; with beauties of expression that are characteristic, not with exceptional slips; with passages that are the genuine mirror of the writer's style, not with those of exceptional construction or of doubtful authenticity. In a word, the paper he sets will show the lines upon which the work should have been studied; it will elicit a knowledge or ignorance of the mind of the writer, and of the text, not of the slipshod commentaries of annotators. But I may be told all this is very well in the abstract, and it would be very well in practice if we had ideal examiners; but are our examiners what they ought to be? Instead of setting papers which test the knowledge of the pupils in the essentia of the text-book do they not frequently pick out what is exceptional, what is eccentric, what is unimportant or absurd; and so, in effect, tell teachers and pupils—"These are the things you should have insisted upon; these are the things you should have mastered?" Who are the examiners? Read over the long list of names from which they are chosen, and say if, along with many distinguished ones, there are not many others, Protestant as well as Catholic, that have no claim whatever to our confidence as educational guides. As a remedy I would suggest, first, a more careful selection of examiners; and, secondly, a permanent board or council who would check the papers.

The second defect which I notice in the system is the absence of a commercial course. The Intermediate system ought to take up pupils who are quitting the primary schools, and to convey to the university those amongst them who desire it. But to those students who consider the journey to a university degree too long and expensive, the system ought to afford opportunities not only of gaining the entrance to the professions (which it does well enough), but also of attaining to Civil Service and commercial positions, or of reaching some of the other countless avocations for which a solid secondary education is required. This it does not. To make it do so, it is only necessary that along with the ordinary course, and co ordinate with it, should be established a commercial course. A separate commercial course was tried in 1891 and in 1892, but it was tried in a manner and under conditions that must of necessity have made its success impossible. The programme of this course should be so framed as to comprise the subjects in which competitors for the more popular minor Civil Service positions are examined; and it should be a preparation for the second division clerkships. When the Intermediate Act was passing through Parliament in 1878, Lord O'Hagan was able to say that "since 1871 there were 1,918 places in the Excise and Customs disposed of by public competition. For these places there were 11,371 candidates; 11 per cent. were Scotch, 46 per cent. English, and 43 per cent. Irish. Scotch competitors won 6 per cent. of the places, English 38 per cent., and Irish 56 per cent. Of every 100 Scotch candidates, 9 passed; of every 100 English, 14 passed; of every 100 Irish, 22 passed." An examination of the lists of candidates for these posts who succeeded and who failed in recent years, would show that the English and Scotch competitors have more reason to bless the Intermediate system than the Irish competitors have. I may say that at the six examinations held at the Excise since May, 1895, 415 places were disposed of. For these places there were 5,430 candidates. Only 18·3 per cent. were Irish, and Irish candidates won only 17·3 per cent. of the places. Of every 100 Irish competitors, 7·2 passed, of every 100 non-Irish, 7·7 passed. This state of things, though not very unsatisfactory in itself, still, in comparison with the state of things mentioned by Lord O'Hagan, shows a deplorable falling off in that particular thing.

5152. Most Rev. Dr. WALSH.—May I trouble you for the figures again?—18·3 were Irish candidates.

5153. And they won 17·3 per cent. of the places?—Yes.

5154. That is, 17·3 per cent. of all the places offered for competition?—Of all the places offered for competition.

5155. What were the non-Irish candidates?—Of every hundred Irish candidates, 7·2 passed; of every hundred non-Irish, 7·7 passed.

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5156. CHAIRMAN.—7·2 of every hundred non-Irish passed?—Of every hundred non-Irish candidates, 7·7 passed. I have made out these figures on the lines of Lord O'Hagan's.

5157. Rev. Dr. SALMON.—It seems to me that that is more discreditable to the Excise than to the Irish. What it seems to me to prove is that so many Irish candidates did not compete for the Excise, and that the best of our candidates looked elsewhere. I think that is rather a limited trial of the Intermediate?—What I want to make out is that the Intermediate leads up to the professions and the University well enough, but that a great number of students who take part in the examinations under your system drop out after the Junior course, and are led practically into no position whatever. The total number of students who presented themselves for examination under the Intermediate Board during the last three years was 26,661. 83 per cent, of these were examined in the lower grades, and in spite of the comparatively large and increasing rewards offered in the Middle and Senior Grades, only 27 per cent. were examined in these two grades combined. Then I say it is not the chance of exhibitions that will induce the bulk of Irish parents to let their children complete the Intermediate course, but the fitness of the course to lead their children into permanent positions.

5158. CHAIRMAN.—I have but few questions to ask you, you have stated your views so very, clearly; there are, however, some matters to which I should like to direct your attention. Take your own distinguished college. Would you tell me about what percentage of those of your students that compete in the Junior Grade afterwards proceed to the Middle and Senior Grades, respectively?—I have not made out those figures.

5159. I ask it in reference to a matter which I regard as one of the great difficulties—the small percentage of those in the Middle and Senior Grade as compared with those in the Junior Grade?—I can give you those figures now. I have not made up the figures for any of our particular schools. I have made them up for the three schools combined.

5160. That will do quite as well—probably better?—And only for the relative proportions of the different grades who passed the examinations. Thirty per cent. of those who passed belonged to the Senior and Middle Grades combined; 70 per cent. belonged to the Junior and Preparatory Grades; and the curious thing about it is that I have made up the same thing as far as the schools of the Jesuit Fathers are concerned, and, as far as I can make out, the figures are precisely the same.

5161. Now, of that 70 per cent. in the Junior and Preparatory Grades, would it be possible for you to distribute the percentage between the two grades—Junior and Preparatory—if you have not got the figures I shall not trouble you?—Yes, I have. This year there passed in the Senior Grade, 25; in the Middle Grade, 47; in the Junior Grade, 102; in the Preparatory Grade, 67; making a total of 241.

5162. That will hardly do; I want it for the former years. Now as to their destinations in life, could you tell me, in a general way, but without going into any invidious particularity, what are the usual destinations in life of the 70 per cent. that never go above the Junior Grade?—Well, several go for professions, even after the Junior Grade.

5163. I suppose you mean by that divinity, law, medicine, and education?—Yes.

5164. They enter those professions without going to the Middle Grade. I suppose then that those who were going to professions would usually go to the university?—Not always; those going for the College of Surgeons and for several other examinations do not go for the university generally.

5165. Now for those classes of students that you have told us of the training that they have got in the Junior Grade would be useful to them in after life, and would be only a portion of their education, is not that so?—Yes, as an educational training of course it is not useless; but the figures which I gave for those who drop off from the Junior Grade I do not think apply to our schools as much as to other schools.

5166. Would you be able to give me your experience as applied to all Ireland. I want if I can to trace the history of the 70 per cent. that do not go beyond the Junior Grade. What portion of that 70 per cent. terminate their education with the Junior Grade?—I could not give you figures on that point.

5167. Well, is it a considerable portion?—I fancy there is, as far as I know. I cannot give expert evidence on this point, or very definite evidence, but as far as I know they go in for clerkships in business houses, and things of that sort, or else they drift altogether without going into anything.

5168. I will bring before you at once a matter which I think gives rise to one of the greatest difficulties in administering this Act. You are aware that the system contemplated by the schedule to the Act is upon the basis of Intermediate education that will terminate shortly before the student becomes eighteen years of age?—Yes, my Lord.

5169. And it contemplates examination before sixteen, before seventeen, and before eighteen?—Yes.

5170. Now, we have the broad fact before us that if the system is administered upon those lines we afford the education contemplated by the Act of Parliament to only 30 per cent. of those for whom it was intended?—I do not think, my Lord, that that large percentage is ousted from your system after the Junior Grade owing to the system itself, but owing to the want of a course within the system which would prepare those boys for the positions which most of them are likely to go in for.

5171. That is exactly the point which I want to bring you to. The system then as it has been administered has deprived of the benefit of the Act a large proportion of students that might be brought within it?—Yes. I consider that those students are students as a general rule who go in for commercial pursuits, business of some kind or other, as distinct from professions for which a classical training is necessary, and to obviate that defect in the system I propose that the wants of those students should be met by establishing a commercial course.

5172. We have evidence before us here, speaking generally, that there are three classes of students that are not fully provided for. The first comprises those whose destination in life will be such that a knowledge of natural science will be absolutely essential. The second are those whose destinations in life will be commercial, and the third are those who will compete for some of the junior appointments in the Civil Service. Is it your experience that the cases of these three classes of persons are not met by the system as at present administered?—I think that the requirements of one of those classes are not met by the system as it works at present.

5173. And only one?—Only one; what I call the commercial class. I think that the system as it exists at present affords a fair amount of—at least, affords a good possibility for boys who wish to study science to do so; and as a matter of fact boys coming to our schools who require those things are put at those subjects, and the parents insist upon their taking up the study of sciences. They are very few, but when the parents ask for that it is always granted.

5474. Then you do not think—I thought it was almost an admitted fact—that the administration of this system does not encourage natural scientific pursuits by students?—There is a difference between that and the question you asked me before, my Lord. In my answer to the previous question I wished to

convey the fact that as far as I know students who desire to study the sciences are not ousted from that position by your system. But your question now is, whether your system as at present worked encourages the study of the sciences, and my answer to that is that I do not think it does.

5175. Do you happen to have read the papers in that volume you were furnished with which were written by Captain Abney and Colonel Plunkett?—I have not read them at all.

5175A. Do you not think some change is necessary for the purpose of encouraging the pursuit of natural science? Are there not a great number of professions or quasi-professions that have an intimate knowledge of natural science as their basis. Take chemistry for instance; we are always importing chemists from Germany?—If you find there is a need for the encouragement of science, it is within your power to carry that out.

5176. But I want your experience. Do you think that science is sufficiently encouraged. If you think it is not, I want the benefit of your testimony that it is not?—Science, by that rule of your Board which I have mentioned, which was in full operation since 1896, was ousted, and the reason which I give is this—that a boy or a pupil who wishes to take up mathematics, classics, English, and one other modern language, cannot possibly take up science.

5177. That is a rule restricting the number of subjects a student can take?—Yes.

5178. But do you not think that for a student of average ability the number of subjects we permit him to take up is sufficient?—Yes.

5179. We want to encourage thoroughness in the knowledge of subjects, instead of a small amount of knowledge distributed over a great number of small branches?—Yes.

5180. Well, you see, if there is a choice to take up either a course largely scientific—one including natural science—or a commercial course, and if we find that no student takes up the quasi-scientific course, a change should be made?—I think the reason they do not take it up is that the parents and pupils do not seem to want it to any great extent. If they do want it they compel us to teach it.

5181. Do you think parents as a general rule know anything about the sort of education their children ought to receive, speaking generally?—I can only speak from my own experience, and in a great number of cases we are in constant touch with the parents as to the future destinations of their boys, and we invariably lead the boys into studies to suit them; and there is ample room under your system to do that.

5182. Are there not a great number of avocations which our clever boys would be well able to pursue, that as a matter of fact are not taken up in this country, whatever the reason may be? I would like to take the one I have mentioned—practical chemistry. To my own knowledge many of the persons who have been distinguished as practical chemists have been obliged to go to Germany for part of their education?—Well, of course the Germans, I fancy, make that a special study, and the fact that they go to Germany and not to other countries for chemistry would show that those other countries do not find it a requirement of theirs to make that a special subject.

5183. Do you suggest, or not, that there should be any alteration in our system in reference to studies of that nature?—It may be advisable to encourage the study of science, but my own personal opinion is that it would not be advisable to encourage the study of science to the detriment of what I consider the more important subjects of education—namely, classics, mathematics, English and modern languages. Now, if at present you find that the sciences are not in a sufficiently flourishing condition in the country, you have it in your power to give them an impetus.

5184. You consider, and possibly I may, but I do not wish to express my own opinion on the subject, that the old grammar school course is the best education a boy can receive, but you are aware that there is a strong body of opinion in favour of the modern side of the school. It is a vexed question; all educational authorities do not agree in the view that the best education is furnished by a grammar school course?—My opinion with regard to that point is that the best education for boys—the best education given by any individual school—must vary with the class of boys who frequent that school.

5185. But you are aware there is a large body of intellectual opinion in England and in Ireland that there ought to be a modern side in the generality of schools, and that an education as good as a grammar school education, for the purpose of developing the faculties, may be obtained upon that modern side?—Certainly, for the students who would require it. As a matter of fact in our school we have always had, and have now at the present time, a modern side or commercial course. We have commercial classes as distinct from the Intermediate classes.

5186. Do you look upon the words "modern side" and "commercial course" as signifying the same thing?—I do not see any distinction.

5187. Will you tell me what your commercial course would be, and I will tell you whether we are agreed?—What I mean by a commercial course would be a course suitable to the number of students who do not go in for the professions, for which the classics are required.

5188. But I want particulars, if you please. You would not have Greek, for instance?—No.

5189. Tell me what you would have?—In a general way, the subjects which we all know would prepare boys for banks and business houses—for the general avocations into which the generality of them go who do not pursue the university course or go for a profession.

5190. You do not wish to particularise further?—No.

5191. I observe that in the paper which you have been good enough to send us you point out a defect which you have not as yet mentioned. "Its chief defect lies in its powerlessness to protect itself from being worked on vicious lines by teachers who may deliberately choose to abuse it?— I am responsible for that; it was I drafted that paper. At the time that it was drafted, and before and since, I have heard a great deal about the faulty methods of teaching modern languages in the schools. We have had a great deal of what I may call hearsay evidence, and some direct evidence, on that point. Now, until this Commission sat, and until I heard the opinions of Mr. Justice Madden and Lord Justice FitzGibbon——

5192. Mr. Justice MADDEN.—I have not expressed any opinion, I have only asked some questions with a view ultimately to arrive at an opinion?—But on this particular point which I am about to mention I certainly understood you—perhaps I misunderstood you—to give an opinion.

5193. I have not heard the point yet, but I may state generally that I have expressed no opinion as yet, and that I hold my mind entirely in a state of suspense until the evidence is all before me?—From the wording of the Act I was perfectly aware that you had power to send inspectors into the schools. These inspectors, I thought, could report to you upon the state of efficiency of the working of the schools, but I thought from reading the Act that you had no power whatever to reward a school or to punish a school on the result of that report. Since the Commission began I have learned that you have that power.

5194. Now you mention that matter, a large number of questions have been put upon the assumption that that is the proper construction of the Act. I am not saying that it is not, but that will be a matter for

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final consideration by the Commission?—I understood Lord Justice FitzGibbon to give that opinion; and if you have the power to check that faulty method of teaching, that statement which I made there was made under a misapprehension.

5195. CHAIRMAN.—Then, in other words, if we have power to inspect the schools and act upon the results ascertained by the inspection, we would have power to remove this defect; it would not be inherent in the Act, but in the administration of it?—If you have power to inspect the schools, and to make it a precedent condition that the report you get from your inspector as to the teaching of languages must be satisfactory to you before results fees are paid to teachers or rewards given to pupils, then I was under a misapprehension in writing that sentence.

5196. Mr Justice MADDEN—That would remove your objection to the system as distinguished from the working of the system?—Yes.

5197. CHAIRMAN—As a matter of fact, according to your experience, has the system been worked by teachers in schools other than your own on vicious lines?—As a matter of fact I know nothing whatsoever about any schools except those in which I have worked with regard to that point. A good deal has been given here in the way of hearsay evidence, and every schoolmaster, like myself, who has come before the Board and urged that objection, seems to find that in every other school except his own things go wrongly with regard to the teaching of languages. I know nothing whatever about the teaching of languages in other schools except those three with which I have been connected from time to time, and with regard to those, I can give direct and personal evidence.

5198. I suppose you have a laboratory?—Yes.

5199. And that your students are taught practically in the laboratory?—Yes.

5200. You suggest that there should be inspection to a certain limited degree?—If the evidence which is gathered by this Commission—the direct and personal evidence given by those who personally know a sufficient number of cases—goes to show and to convince you that the teaching of languages is to any extent faulty in the schools, I fancy you are bound to satisfy yourselves that this will be corrected, and I do not see any other way of doing it except by inspection in that particular subject.

5201. If there were inspectors appointed, would you be of opinion that they ought to test the students' knowledge of chemistry in practical work in the laboratory?—My opinion is that a written examination, with papers judiciously set by competent examiners, can test whether a boy is taught natural sciences—natural philosophy and chemistry—in the laboratory, or from books merely.

5202. Your opinion is that there ought not to be any inspection of the laboratory, or of the teaching of students in the laboratory?—My opinion is that we should save what I would call the voluntary schools of Ireland, as distinguished from the State schools, from becoming State schools; we should avoid the introduction of the interference of the State into those schools. My experience of the working of schools in France is slight, but at the same time I have some knowledge of schools there. There are two classes of schools; there are the voluntary schools and there are *lycées*. Now, I believe that the voluntary schools there would not tolerate the interference of the State—that they would try to keep aloof from the State altogether, and to keep the voluntary schools under entirely independent management. Parents who send their children to good voluntary schools, and to us, send them as to a home; they are sure of the teachers there, and the schools do not require any State inspection. I would keep out inspection from the voluntary schools as much as possible to prevent them from becoming State schools,

5203. I am as much against the interference of the State in schools as you are; but I suppose you will admit as a matter of principle that when a school accepts money from a State that State has a right, in one way or another, to ascertain whether the teaching in that school is efficient?—Your particular endowment given for the schools has been given you by the State to distribute to the schools on the fulfilment of certain requirements. The only thing required by the State for the distribution of this endowment is that it should be satisfied that secular knowledge is imparted in those schools, and I think that a written test is perfectly sufficient to show them that the work for which they give their money is carried out by the school.

5204. When you say "secular knowledge is imparted," I presume you mean sufficiently imparted?—Properly imparted.

5205. Although the test is one that is applied to the knowledge of the student, you do not deny that what is aimed at by the State is the improvement of education?—Yes, the improvement of education.

5206. Now, do you recognise any evils as necessarily incident to an examining system upon the results of which schools are paid?—I do not know that I can say, in a general way, that I do or do not. I would like to hear what are the evils which result necessarily.

CHAIRMAN.—If you do not recognise any evils that are existing I have no other questions to ask you.

5208. Mr. Justice MADDEN.—You have put us so fully in possession of your views that there are really only one or two points upon which I would wish you to develop your evidence a little. You recognised, in answer to a question of the Chief Baron, that when the State applies a grant of money to Intermediate schools, it is bound to procure evidence of efficient teaching. But I take it that you regard a written examination as, upon the whole, the best evidence of efficient teaching?—I regard written examination as evidence—as sufficient evidence—of efficient teaching, and as the only fair, and palpably fair, evidence of efficient teaching.

5209. When you say "sufficient evidence," and "the only fair, and palpably fair, evidence," you bring us in face of a distinction that I would like you to keep in view. I fully recognise that the question for us is, what is the best attainable system: but if a perfect system of inspection were attainable, and a system that would command public confidence, would you prefer it to the best attainable—not to the existing system; please keep that distinct; but to the best attainable system of public examination. It may be purely theoretical, but it is a question which we are bound to consider?—I do not know that I understand your question. As I understand it, you ask whether in an absolutely perfect state of things inspection would not be a better test of the proficiency of a school than a written examination.

5210. Well, I do not like using the phrase "absolutely perfect," but, assuming that public confidence were reposed in the inspectors; assume that inspectors commanding public confidence inspected the schools efficiently. Do not let us assume perfection. Which would you prefer—that system, or the best attainable system of examination?—Theoretically I can make the assumption which you desire me to make, but practically I cannot.

5211. Do not take me as dissenting. I would like to appeal to your great experience upon that question, which I agree is rather theoretical?—I think if all inspectors were absolutely perfect men, and so high above your present examiners, whom you muzzle so much, that then we should be perfectly satisfied with the reports which they would make of the schools, and with the relative marks, if you like, which they would assign to different

schools. But, taking inspectors to be men—ordinary men, as we find them—I consider that I cannot make, except in a suppositious manner, the assumption you ask me to make.

5212. That is your answer to my question?—Yes.

5213. Then, though you regard perfect inspection by perfect inspectors as theoretically the best, yet practically you regard the system of examination as the more desirable test?—In theory and in practice I do not think you can dispense with a system of examination as being the basis of comparison between the merits of different schools.

5214. Quite so; I wanted to elicit your opinion on that point. I observe you do not attach as much importance as some of the witnesses who have been examined here to *viva voce* examination?—I do not.

5215. You think that a paper affords often a better test of thorough knowledge of a subject than a *viva voce* examination?—I think that a paper set by a competent examiner, who has taken his time to consider it, and who has put into it what power an examiner could put into it, can test the knowledge and scholarship of a student much better than any *viva voce* examination.

5216. I leave the question of science, in all its branches, for others who know more about it than I do; but take the subject of classics. Is there any branch of classical knowledge that cannot be efficiently tested by a written examination?—Except the pronunciation all can be tested by a written examination.

5217. But are you aware that there are four distinct rival systems of pronunciation of Latin, and that if you had four examiners each of them might pronounce it differently?—I do not attach importance to that.

5218. For instance, one would say, "*veni, vidi vici*," and another would say, "way-nee, wee-dee, wee-shee," and so on. Are you aware of that? You could hardly reject a boy because he adopted one or other form of pronunciation. Then take another point. The knowledge of prosody is very important of course. Perhaps the readiest way of testing it is by getting a boy to read; but surely it can be tested, can it not, by asking him to mark a certain number of syllables?—I think a boy can read Latin or Greek according to the quantity of syllables—accent if you like—and not make a single mistake in reading, and nevertheless, unless he is sufficiently trained in prosody, he may be unable to tell you the quantity of any single syllable you ask him.

5218A. Cannot you test him by asking him to mark in the usual way the vowels?—Yes.

5219. A very eminent classical scholar said that might possibly lead, or had led, to marking them alternately, inasmuch as each syllable must be either long or short Do you think that reflects rather on the intelligence of the examiners?—The boys who did that must not have been taught prosody.

5220. What about an examiner who did not detect it?

CHAIRMAN.—He did not say that the examiner did not detect it.

5222. Mr. Justice MADDEN.—I am not, of course, suggesting for a moment that any examiner ever passed a boy who did that. My point is that the thing would be capable of detection. Is not that so?—The thing could be detected at once in a written examination.

5223. With reference to inspection, I wish to guard myself against being taken to have expressed finally any definite opinion, but assume that we have power under our Act of Parliament to annex whatever condition we think fit to the receipt of results fees by the managers of schools, and assume that the obtaining of a favourable report as the result of inspection would be a condition which we might lawfully attach to the receipt of results fees. I mean such inspection as you would consider proper inspection?—I cannot object to that.

5224. And that is the opinion of every witness who has been examined here; but I must point out to you that your view of inspection, whether right or wrong, is the narrowest that has hitherto been submitted to us. Would you limit it to the living languages?—I would limit it as much as possible, and I do not think there is any other subject in your programme except the pronunciation of modern languages that cannot be tested by written examination, with papers competently set. Now, as to the value of that pronunciation itself, I must confess I do not consider it to be so great as several of the witnesses who have been before you did. I think the study of French or German, apart altogether from pronunciation, has its educational and commercial value. I have known men, one of whom is that distinguished Professor whom I mentioned, Dr. Casey, who knew French and German sufficiently to study mathematical works in those languages, and who could not speak a sentence in either of the languages. I consider that he derived from his study of those languages a certain amount of utility, and that that amount of utility is not to be despised. We have a great number of people in our country who can read books in French and German, but who can talk neither French nor German, and who still derive a very considerable advantage from their knowledge of those languages.

5225. But after all, is not the teaching that produces that result a faulty teaching, and has not the State the right to demand, when it pays for teaching, that it should not be faulty. But I do not press you upon that point, because you have recognised the propriety of honest teaching of French, German, and Italian as living languages?—If taught at all they ought to be taught properly, as living languages.

5226. Are there not some other important matters which might be tested by inspection; for instance, the providing, where it was practicable, of suitable playgrounds, the proper equipment (having regard to the circumstances of each case) of schools, a proper time-table, with sufficient hours of recreation, and soforth. Would it not be desirable to extend inspection to those matters?—My experience is that you have in those matters as many inspectors as you have parents of your pupils. They come to the school, and they visit the school generally, and I may say almost invariably, before they place their boys in your schools. They visit the dormitories, halls, playgrounds, and so on, and if they are satisfied with their inspection, they leave their boys in your school; if not, they take them away and place them at some other school where they think they will be better provided for.

5227. You think that is a sufficient safeguard?—I think we have as many inspectors as we have parents of our pupils.

5228. With reference to other important subjects—the preserving of the individuality of teachers is the first of them. I take it you are of opinion that the individuality of a great master would be less hampered under the best possible system of examination attainable under our Act than under a system of inspection?—I think so.

5229. The best possible examination would be directed to find out whether the schools sent forth the best scholars; and the best scholars, no matter by what method their progress was attained, would always get the best marks; is that not so?—I do not quite understand the question.

5230. It has been often mentioned here that schools have been made and unmade by the headmaster, masters like Thring, Arnold, and Turpin, the master of Middleton, have been referred to; and it has been suggested that the system of examination tends to a

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kind of uniformity of mediocrity and repression of individuality?—I do not believe that at all. I think that a master is not hampered by your system; he is not hampered either in choosing a programme for his pupils, and certainly he is not hampered in the methods which he must employ in teaching that programme. I have not heard that the programme which your Board sets has been proved defective to any extent; I have not heard any complaint in that respect; and I fancy a headmaster, however eminent and however original, would be fairly satisfied that the programme which you set is fairly satisfactory, and that it would be probably the programme which he would, if absolutely free, set for his own school. Now, I do not think what has been said of the hampering of the master with regard to the programme is of great importance. I do not believe he is hampered as regards the programme. Secondly, I do not think at all that a master, however original he may be, would feel himself hampered in the methods he would employ in teaching that programme, and I believe, the more eminent and original the master, the better the students will succeed under your system if your examinations are set and carried out properly.

5231. I observe throughout, and you have observed most clearly the distinction between our system, in the sense of the system which we are obliged to adopt under the Act, and our system in the sense of its present administration; and I understand that distinction to run through all your answers?—Yes.

5232. With reference to dull and backward pupils, you have pointed out that every system has a tendency to encourage schools to put forward the most promising pupils?—Yes.

5233. Supposing there were no possibility of earning results fees by passing your ordinary mediocre boy, would not a school then gain reputation, merely by its brilliant boys who got high places for entrance at universities and so forth, and be absolutely debarred from gaining reputation by passing a certain number of mediocre boys? Does not the present system encourage masters to devote attention to boys who can come up to the level of pass boys?—Every school has a reputation to maintain before the public, who do not know the school, and the working of the school, and a reputation to maintain also before those who do know the working of the school—the pupils themselves and the parents of the pupils. The school which would neglect dull boys, and give their teaching and their time principally to the clever boys, whom they wanted to rush forward to success in these examinations, would injure itself immensely; that is my experience, and I would consider that if my school, the school which I come from, had the reputation of neglecting dull boys, and devoting its chief attention to the smart boys, it would defeat its own ends, and that it would be injuring itself. We have a reputation to maintain with the parents of the pupils as well as with the public, and that we must maintain by carrying up the dull boys as fast as they can go.

5234. Therefore you look upon the general reputation of the school with the classes interested in education, as the real and effective check upon the natural tendency to bring forward the brilliant boys?—Well, really, I think along with that the schoolmasters are not as bad a lot as they are represented to be, and that every schoolmaster has a certain kind of conscience, and will not receive money for the teaching of the dull boys, if he does not give the worth of the money he gets. As a matter of fact and experience, as distinguished from theoretical and philosophic inference, under the system as far as I can make out, dull pupils and non-competing pupils are not neglected, good, bad, or indifferent. In our school we have at present 295 boys, who are divided into sixteen different classes. Amongst those sixteen classes there is hardly a boy in the house that cannot find his proper level, and if your system had never existed we should carry out the work in the same way.

5235. CHAIRMAN.—How many boys did you say you had?—295.

5236. Mr. Justice MADDEN.—My question was whether payment for your mediocre boy has not rather a tendency to induce the schoolmaster to give fair attention to his dull and mediocre boys and not merely to the high class boys who would be likely to go in for exhibitions and prizes?—I think one of the tendencies of the system—speaking of tendencies as distinguished from practice—would be to induce a master to bring up to the level of a pass boy as many students as he possibly can, and hence to take up those whom we have called dull boys and bestow a considerable amount of time upon them to make them pass the examination.

5237. And, by bestowing a fair amount of time upon a boy who is not at all brilliant, he can pass the examinations fairly enough?—Yes, and as a matter of fact that class of boy does get special attention in that particular school, in order to bring him up to that standard.

5238. Rev. Dr. SALMON.—One of the first things you said that struck me was that some subjects were discontinued on account of the limitation of the number of subjects, that some boys who could answer very well in certain primary subjects could not show very much knowledge in secondary subjects, because that would come to more than 6,000 marks?—That was one of the reasons, and I think the principal reason, which ousted the teaching of the sciences from the programme.

5239. But could that be avoided? Would there not be this danger in boys being allowed to bring up as many subjects as they pleased for competition for exhibitions, that an inferior boy who took up a great number of subjects would beat one who was very good in a few?—There is that danger, but there is another remedy for the evil besides adding to the number of subjects which a boy may take up. Of course, as I said, you have it in your power to give an impetus to any subject to which you attach more relative importance than it has had at present by giving 100 more marks for instance to each of the sciences without raising the standard of examination comparatively. I fancy that would be one remedy for the evil such as it is.

5240. The witness just before you (Mr. Dods) was speaking about methods in teaching languages, and he brought up a case of a boy getting exceedingly brilliant marks both in French and German, while another boy had taken up four languages and was moderate in each of them. The boy who took the four languages got the higher marks. It occurred to me that you could remedy that by saying that no boy could take up more languages than two. But that is the very thing you complain of about our limiting the number of marks to 6,000. I think it is?—Of course the value of the evidence given in that direction would depend upon the different appreciations of different people, whether a moderate knowledge of several languages is better or worse than a perfect knowledge of one or two. I think there may be different opinions with regard to that.

5241. With respect to inspection and examination, you seem to prefer the method of examination?—I think that the only basis of a distribution—the only fair basis of a distribution—of your endowment, the only basis that will satisfy the public at large, and put your system beyond the suspicion of jobbery and partiality, is a system of open competition and written examination.

5242. I understand that is your opinion, but every one's opinion is liable to be biassed by his interests. Would Blackrock College suffer very much from a system of capitation grants. Are your students very small in number?—I think that Blackrock individually would be a gainer by capitation, because

as I said, we have 295 boys in the Intermediate school. We present only about 49 or 50 per cent. of these. Of these a certain number do not pass. We are paid upon the passes only.

5243. You would have no reason, I think, to be afraid of a system of inspection, would you?—I am not afraid at all of a system of inspection, but I am afraid of a system which would open the door to a suspicion of jobbery. But I had not completely answered your question.

5244. I only wanted to bring that out—whether your opinion is quite unbiassed by the interests of your school, and I understand that you have nothing to fear by a change?—On the contrary, I think we should be gainers by the change, on account of the great number of boys; but I oppose the system as a matter of principle.

5245. I believe that for a great number of schools—I will say in my opinion, the majority of the schools in Ireland—education is honestly conducted; but inspection is merely to protect pupils from the adoption by teachers of a vicious system in order to obtain marks. For instance, take the instance which has been so often quoted here—that of a boy learning French, who, when asked to give the French for "Good morning," says "B-o-n j-o-u-r." Do you think such a system prevails very extensively in Ireland?—Personally I do not know. I have heard it spoken of frequently. There is a certain amount of direct evidence before you on the point, and a vast amount of hearsay evidence before you on the point. I do not know whether the amount of direct and personal evidence before you is sufficient to authorise you to conclude that the system generally throughout the country of teaching modern languages is conducted upon those faulty lines. If it is, you have the power at present, and I think you should use it, of checking that faulty system of education.

5246. What has always weighed with me is the danger of accusations of partiality in a system of inspection, because our object not only is that we should do the thing fairly and rightly, but that every one should recognise that the thing is done fairly?—I think the dangers are so great that if you introduce it you will ruin and destroy utterly the confidence in your system which at present exists, and ruin your system.

5247. I have been told that that fear is chimerical, and it has been pointed out to me that the system of inspection under the National Board succeeds very well?—There is a vast difference between the introduction of inspection into the Intermediate system and under the National Board. The National Board must from the nature of things test the progress and efficiency of the schools by inspection, and not by written examination, for the simple reason that the greater part of the students who attend the National schools are not at all able to write, and those who can write are not able to express their thoughts in writing at a written examination. If these two difficulties were removed from the National schools I do not see any reason why public written examinations would not be a test, and even a sufficient test, of the proficiency of the National schools also. Again, the students attending the National schools belong to the locality in which the school exists, and must of necessity go to that school if they go to school at all. I think inspection under these circumstances is absolutely necessary in a National school, but I do not see the parity at all of introducing it into the Intermediate system.

5248. Do you not think our present system is ideally perfect?—I think that the fundamental principles of your present system—public examinations, rewards to pupils, results to teachers—are perfectly sound.

5249. Suppose we could get absolutely perfect examiners, the complete impartiality of whom no one could doubt, and we could carry on things by inspection, would not that be ideally a better system than ours?—If you ask me to assume that, I can do it theoretically but not practically. You cannot get better men than some of those who gave evidence before you on the first days of the Commission, and, I fancy, very few schools in the country would not suspect them, not of partiality or want of honour, but of fads, idiosyncrasies, and theories, which would interfere exceedingly with the proper management of the schools.

5250. That is a danger which we have to encounter. You see Parliament has limited us to this system of examination, and if we do not carry out the system that Parliament directed us to carry out, it is said there is a danger that Parliament will be angry and take away our £80,000 from us?—Parliament has allowed you, as I understand, the power, and it even suggests the duty of sending the Assistant Commissioners to inspect the schools, and to take any other measures you may think necessary to carry out the requirements of the Act. Having that power in your hands to check any vicious system of which you have sufficient evidence at present, I do not see what more you want.

5251. You said, and I am not disposed to disagree with you, that on the subjects of our programme we could very well content ourselves with examination papers, but are there not some subjects not in our programme which are not in our programme precisely because they cannot be adequately examined without a *viva voce* examination?—Some of those subjects would be music and elocution.

5252. Take music. You describe many pupils as learning the violin, the piano, singing, brass band, and so on. How could you examine all that in a paper?—I fancy if you regard those as essential subjects to secondary education you cannot; but if you send down inspectors they will be hardly able to examine into those things. I would like to know how many you could send down to a village school who would be able to adequately test singing and music. You must get experts for those things. On the other hand I wish to complete my answer by saying that there is already a check, and I consider a very powerful check—perhaps a sufficient check—in the insistence of parents on having those subjects taught. If they require them for their children they will send them to a school where they know that these subjects are taught which they require.

5253. There are two things to be said about that. The result of this was that we left music out altogether of our examination for boys, because we found that after a year or two boys could score marks very well without knowing anything of music. Now with regard to girls, whom we have to consider, we did not like to leave it out for them. Do you see any way in which we could introduce *viva voce* examination of some kind or other in some of those subjects that really cannot be adequately examined on paper?—I do not know if you have sufficient evidence before you to show that these subjects are in reality neglected, and if you have not that evidence, and if in practice those subjects are not neglected, I do not see the necessity of taking exceptional measures to check an abuse which is not proved to exist.

5254. With regard to what you say about parents acting as inspectors, it is very true—that is to say, in cases where, as, I dare say, is the case with your college, the parents have to pay substantial fees, they would, no doubt, like to get value for them; but there is the danger of State interference killing voluntary effort?—Yes.

5255. Then it was said by some of our witnesses that parents would not pay fees because the schools got results fees, and they were disposed to deduct the results fees from what they were supposed to pay. Now, are there not several schools dependent upon us, and where the parents' influence, therefore, is not so great as it is with you; and do we not require some check in the interests of those for whom we pay the greater part of these funds?—I may say I am dealing in my evidence only with schools with which

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I am acquainted, and drawing my deductions and inferences from the state of things which I know to exist in those schools, as a matter of fact. I have had constant dealings for years with the parents of our pupils, and my experience is not in the direction you say. I have not found parents, except, perhaps, an infinitesimal or fractional proportion of them, that take that matter of results fees into consideration, good, bad, or indifferent; the matter is never mentioned in connection with the arrangements we make for the boys as a general rule, except on a very odd occasion, so I do not see how your system affects the class of schools you mention there.

5256. With respect to the pupils not going on to the Middle and Senior Grades. With regard to the Middle Grade, I think we might apply some remedy; perhaps the jump between the Junior Grade and Middle Grade is too great, and we might reduce that in some way. There is another objection, however, with regard to the age of our students. Parents in many cases have to send their boys to business before they arrive at the age of 18. It is said then that our ages are too high; we take them at 16, 17, or 18, and it is said that we ought to reduce those ages, and that then there will be more chance of a greater number of boys staying on for the Senior Grade?—There is one influence at work which detaches boys from your system when they have passed the Middle Grade. It is the fact that the Middle Grade programme is made to coincide with the matriculation pass examination into the university. As a matter of fact, in our schools a good number of pupils prepare in the Middle Grade programme, and, after having presented themselves for examination in the Middle Grade, pass on to the university. I think that that coincidence of the two programmes being the same has some effect in detaching some of the boys—a section of the boys—from the Middle Grade, and preventing them from entering the Senior Grade.

5257. Should it not be rather our Senior Grade programme that should correspond with the entrance examination to universities? That was the original idea?—If that change were made it would keep a greater number of boys in the Senior Grade. If the Senior Grade pass examination were made to correspond with the pass examination of matriculation, some of the boys who leave our schools at present after the Middle Grade would not leave till after the Senior Grade.

5258. Mr. Justice MADDEN.—Would you consider that desirable?—I wish to take into consideration not only my own school—the school which I represent—but other schools also. As far as the school which I represent is concerned, I would like it, but there are other sections to be considered. The Catholic schools I may divide into three sections—the Christian Brothers' schools, whose students probably amount to about 50 per cent. of the boys who present themselves for your examinations—at least of the number who passed in your examinations last year 43 per cent. were from the Christian Brothers' schools. The class of boys who frequent those schools are young boys as a rule, and their success is in the Preparatory and Junior Grades principally. Another section are those who frequent the seminaries, and who are boys of 18 or 19 years of age. In any change which I should introduce—if I did suggest a change—I would keep those three classes before my mind, and I would say that if you raise the minimum standard of age you will do injury to at least 43 per cent. of the pupils who attend the schools at present; if you bring down the maximum you will injure the seminaries; if you leave the age as it is, the class of schools in which I may include Blackrock would be perfectly satisfied, but the seminaries would have a right to complain, because the class of students, as far as I am aware, that go to those schools are older than those that frequent either of the other two classes of schools I have mentioned. Therefore I would think that any shrinking of the limits of ages, maximum or minimum, would be injurious to some of those three classes of schools. How it would affect others outside I do not know.

5259. Rev. Dr. SALMON.—As you state that in connection with what I first suggested as to making the Senior Grade correspond to the matriculation examination of the university, must not the ages of our Middle and Senior Grades be determined by the ages at which boys stop their school education, because they enter a university or go to business?—If it would be necessary, in order to make the pass programme in your Senior Grade, or the programme of your Senior Grade, correspond with the pass matriculation examination—if it would be necessary to produce that effect, to lower the limit of age from 18 to 17, I think that would be injurious to a great number of schools.

5260. It was originally intended by the Act clearly that the boys should follow our whole course?—I do not understand.

5261. It was like a university first, second, and third year course; that a boy should go through the entire course. Well, we found that we could not insist on the first year, and if a boy came to us at the age of the second then we allowed him to take the first and second without proceeding to the third. Is there any way by altering the scale of results fees, giving greater results fees in the case of a boy who has passed twice than in the case of a boy who has only passed once, and greater results fees for a boy who has passed three times than for a boy who has come up for the third course only—would any change of that kind have any beneficial influence?—I do not know if I understand the question. In the beginning of your system I think it was necessary to admit boys to the Middle Grade who had not passed the Junior, and to admit to the Senior Grade boys who had not passed the Middle. I believe that does not exist at present, and that as a matter of fact no boy is now admitted to the Senior who has not passed the Middle.

5262. But there are boys who never go on to the second?—Oh, yes.

5263. Could we do anything to make it more to their interest to go on to the second grade?—I fancy the reason they drop out is that parents wish them to go into positions in life in which they will earn a livelihood, and if you can establish a course—if you could hit upon the reason why they fall out, and hit upon a course which will suit them and the parents of the boys, I fancy you will retain in your system a vast number of boys who fall out at the Junior Grade. But I do not think any kind of reward to the Middle Grade will induce parents to leave them longer than they do at present, if that is the only motive you hold out to leave them longer.

5264. About a commercial course. Certainly it is not desirable that we should discourage boys. It was originally intended, I think, that this course should apply to those who proceeded not to universities but to business. Some of the witnesses have pointed out to us that a special commercial course is not so very necessary—that, for instance, even to do business in France, the important thing is to have a knowledge of the French language, and that the special subjects could be learnt afterwards—I mean the special terms necessary for the business?—I fancy that one of the subjects which that class of boys want who drop out after the Junior Grade and go into business—one of the subjects most general—is writing. I do not believe that any definite value was given to that subject under your system, and I think it could be easily done. It is not the fault of the system, but of the application of the principle.

5265. It has been stated with regard to the small number of people who take up chemistry that the Intermediate system is responsible for that. It seems to me that what is really responsible is that people want to know what they will do with chemistry when they have learned it. May not the cause of that be

the absence of manufactures in Ireland?—To a great extent, but I do not see anything in the system which would reduce the number of students of chemistry at present to a mere fraction of what it was ten or eleven years ago. There is nothing at all inherent in the system which would bring about that effect, and what has brought it about is the application of the principles of the system, which can be set right at any moment.

5266. You see in England chemistry is a very profitable subject where there are manufactures. Chemistry is taught you now in separate schools; there is a certain amount of chemistry learnt for medical purposes, which is learnt after the student has left the Intermediate school, and the same thing applies in certain other subjects; but there are certain manufactures which flourish in England and not in Ireland I believe. One of the most useful things in recent chemistry is the discovery of new adulterations, which will produce substances cheaper than those already in the market. There is none of that in Ireland, and none of that inducement to take up chemistry. May not that be answerable for the falling off in the students of chemistry?—I think it has been a great factor in bringing about the result. However, in 1889, I find 433 students were examined in chemistry, and in 1897, 323. The reason which you have mentioned there, I fancy, is at work actively in that reduction, but there is nothing in the system except the application of your rules which would account for that reduction from 433 in 1889, to 323 in 1897.

5267. O'Conor Don.—First of all I should like to ask a question upon something that has arisen from the previous examination. You stated that if the system of payment by capitation grant were substituted for the system of payment by results fees on passing the examination, your school would not be a loser, on account, I suppose, of the large number of students you have?—I do not think it would be either a loser or a gainer, perhaps, on reflection—certainly it would not be a loser.

5268. It has been suggested to us that school managers suffer from the fact they are paid results fees only on those who pass the examinations, that is to say, taking the average that we were told had passed (one-third), that they are paid only upon one-third of their pupils, whereas they have just as much trouble in teaching, or trying to teach, the remaining two-thirds, and that therefore it would be more just to pay them all round on the capitation system. Now I ask you, remembering that the sum which we have to distribute is a fixed sum, if we take all the schools collectively, would they not receive exactly the same amount of payment under one system as under the other?—Considering that the amount of your endowment is fixed, and that endowment it is your business to distribute amongst the schools in proportion (as nearly as you can find out by any test you can apply) to the merits of those schools, I do not see how the managers of the schools would gain or lose by any alteration of the system. Supposing you find out that the merits of the school which I represent would give me a right to, say, £600 of your endowment, and those merits are tested by you in any fair way which will satisfy you, it is all the same to me whether you give me £10 a head on 60 boys, or £3 a head on 200 boys, or £2 a head on 300 boys. The amount of money I get from you will be the same under one system as the other. I consider that the boys in a school that pass—that reach that standard—the Intermediate boys in the school who pass your examination—are the cream of the school, and if you get good cream, cream of good quality, you may conclude infallibly that the milk from which it comes is of good quality, and has been properly treated, also, and if you assign a reward or a prize for the cream, you give credit, also, indirectly to the milk which produces it.

5269. Mr. Justice Madden.—If you paid a capitation grant for a pint of milk you would get very poor cream?—Yes.

5270. O'Conor Don.—Do you think the difference the change would make would be in the apportionment of the grant among the schools, and that the schools collectively would receive the same amount. I would ask you, would not the result of that be that if we take two schools having the same number of students, and one of them passes, under the present system, 50 per cent of its pupils, and another passes 30 per cent, if the change were made, and supposing them to be both efficient schools, the better school, that passed 50 per cent. would be the loser?—If you give a capitation grant to the school which I represent on the basis of inspection, I fancy that the inspectors will be inclined to be a little more liberal than your examiners are inclined to be at present, and if you send down to my Catholic schools a Protestant inspector, he will, from the very fact that he is a Protestant and I am a Catholic, be inclined to be liberal and to give me a large amount of money in whatever way he can do. I think that system would be a perfect system for those who want the liberty of the teacher, but I think it would be the liberty of stagnation. If I get the capitation grant for the 295 boys in my school, if the test is not rigid, and if it is a bit elastic, and if I can expect capitation grants without working up the boys and keeping up a heavy staff, I would be inclined to cut down the expenses to which I am put at present with regard to carrying on the work of the school.

5271. In your own school, for example, I suppose before this Intermediate system was established you would hold the opinion that an inspector would pass your school as an efficient school if he had come in those days?—I think he would; I think there is no doubt about it.

5272. If he passed the school then as an efficient school, it would receive all the rewards that could be given to it under a capitation grant, and there would be no incentive to you to improve that school?—No, except the test of inspection would satisfy you that the work done in the school is perfect; but I do not think it would do it at all as perfectly as the present system of open competitive examination.

5273. I do not think you quite see my point. It is this—that before our Intermediate system was established your school would undoubtedly have been passed as an efficient school, would it not, in your opinion?—I think so.

5274. Has your school very much improved since the Intermediate system was established?—The working of the school, yes. Though at the time the management and working of the school was very active—exceedingly active—still I think that the correctness of knowledge, and the habit of close application to work, is at present generally greater than it was in the pre-Intermediate days.

5275. Have you been able to add to its efficiency in consequence of the amount of the grant that you have got enabling you to employ better teachers or pay them more liberally?—Certainly. The staff at present contains what you might consider a fabulous number; we have thirty-five professors at present in the College.

5276. Mr. Justice Madden.—Please remind us of the number of boys?—295. We have a professor for every eight or nine boys in the school. They do not, of course, all teach all day long. Some are regularly on the staff; some come for special subjects.

5277. O'Conor Don.—Do you think you would have the same incentive to push on the school if you were sure of your capitation grant, it being an efficient school already?—Well, the fact is that I believe that every school has a certain *amour propre* and if it respects itself, and would be respected before the country, it does not want the bribe of results fees to make it work to a certain extent; but I think every penny of the results fees we get from you is

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expended in order to make the school more and more efficient in proportion to the results which we get.

5278. As a general question, apart from the advantage you get in results fees, what is your opinion upon the desirability of having these common examinations? If there were no results fees at all do you think it would be desirable to have competition between the schools and these common examinations?—I think the results fees given to the schools are only a mere fraction of the incentive given to the school to work by the system of open and competitive examination, and I think if you never gave a penny, but only published the results, the schools would work up, and the boys would work up, in order to put their schools in the highest possible position.

5279. So you think, apart from the money grants, it is desirable to have these public examinations?—I think if you want to save the schools from falling back into the old system of stagnation which the Census reports describe in the old days, you must keep up the system of open competitive examination, and the more keen and close it is the better I think it is for the students and the teachers.

5280. We have heard a good deal about the results system of payments having been abandoned in England and Scotland. Was the system that existed there exactly the same as exists in Ireland under the Intermediate system?—I must confess I do not know what was the system of results fees in England, or why it was abandoned. I do not think, however, as far as my knowledge goes, that the system we have at present of open competitive examination, and of making that the basis of comparison—of testing the efficiency of the school—I do not think, as far as I am aware, that that has been adopted in any country, and I am not aware that after it has been adopted in any country it has been rejected.

5281. You will admit, I suppose, that the State, when it gives a grant of money towards education, has a right to require that that education should be efficient?—Yes, the schools must comply with the conditions laid down by the Government for making that grant. I contend that our Irish schools have complied with the conditions laid down in the Act for earning that money—if I may use that word, as it has been used already.

5282. The condition that has been laid down by the State for our Irish grant is, that the schools shall prove their efficiency by showing that a certain number of their pupils pass a certain examination. That is the test for our system. The test that has been suggested to supplant that is the test of inspection. Are you aware of any country in which the test of inspection has been applied in which the State has not required to test the efficiency of the teachers?—I must confess that I am not sufficiently acquainted with the different systems in different countries to give any evidence here on that point that would be of any advantage to the Commission, but I have some slight acquaintance with the schools in France, and I think, in reply to the question you ask me, I would answer that in French schools the Government, where it interferes (and it does interfere) with the voluntary schools, to which it does not give a shilling endowment, does exact those conditions which you name.

5283. A question was asked this morning as to our having to consider, in making this grant, the conscientiousness of the teachers, and whether we should consider that we have to deal possibly with the teachers that are not conscientious. Now, if the system of paying by results was substituted by the system of paying on inspection, would we not have to consider the conscientiousness of the inspectors?—Certainly, to a greater extent, still, I think, because every man who is put at the head of a school—those three classes of schools with which I am acquainted to a certain extent—every man who is selected as president of a seminary is a picked man in the diocese, and he very frequently becomes a bishop himself; he is a conscientious man, and a man respected by the public. In the class of school of which mine is an instance, I believe sometimes a mistake may be made in selecting the head of the school, but as a rule they are conscientious enough. In the other schools (the seminaries) they have ample room for the choice of a superior man to direct the education of the school, and I think there is far greater danger of the inspectors lacking in conscientiousness than of the headmasters of the school lacking in conscientiousness.

5284. Looking at it from a human point of view, considering that inspectors and teachers and all of us are human, is there not more temptation on the part of an inspector to be unconscientious—that is to say, to be more easy-going in his inspection—than there is on the part of the teachers?—I would not take a pessimistic view of the inspectors of schools. As a rule I believe them to be men of honour; but what I insist upon is this, that the public will not have confidence in the reports of the different inspectors if once you open up a gap for the introduction of jobbery and possible foul play.

5285. I am not asking you what would the possibility of the case with the majority of our inspectors, if conscientious. But I am asking you to look at it from merely the point of view that every man is human. Is there not a greater temptation to an inspector to take it easy—to pass a school as efficient—than for a schoolmaster to try and pass the pupils against the interest of those pupils themselves?—I fancy that a great number of influences must necessarily come into play which will act upon the judgment; which will determine—which will influence the judgment of an inspector in the report which he sends up about a school. There will be friendly relations with one school, there will be past relations with another school. These things must necessarily come into play, and I think the necessary result will be to undermine public confidence in the school.

5286. Is there not the great risk involved in a system of inspection that the liberty of the managers will be far more hampered than it is at present by teaching a particular programme?—I have said so in my paper, and I believe it will be the case; and I have heard already of several teachers—men of standing and long experience, and of some name in the world of teaching—who object *in toto* to an inspector coming into their schools and examining their classes before them, or examining them before their classes—that is, making them examine their class, which in reality amounts to the same thing. When the teacher of a school examines the classes before an inspector, even though the inspector does not say a single word while there, he will report the examination of that class as carried on by the teacher. But in reality it will be an examination of the teacher himself.

5287. You have told us that you do not know anything about education in England or other countries. But if it be the fact that in all countries where payment by inspection is made, the efficiency of the teaching is tested by the examination of the teachers and by requiring as a condition precedent that the teachers shall be fully qualified, is there not great risk if that system were adopted in this country, that the same requirements would be exacted by the Government in giving grants, and that consequently the free employment of teachers which exists at present would be very much interfered with?—I think the tendency which would be involved in the system of inspection must necessarily lead up to that, and must necessarily make of what are at present voluntary schools State schools.

5288. Is not that a very serious matter, especially to the teaching Orders connected with our Church, and in which the laity have so much confidence?—I fancy eventually it would—well, I would not say drive them from the field altogether. But at present their work is extremely satisfactory as tested by any

test that has been applied. If that system is introduced it will injure their efficiency, and to a great extent drive them from the field, though not altogether, because they would adapt themselves to the new requirement. But, at the same time, it would bring a clamour—a kind of revolution into the country—a kind of rebellion of those schools against that system and against the parties who would introduce it, similar to what exists—to what I know has existed in the past in the case of the French voluntary school.

5290. I don't know what would be the view of your Order. What would be the view of your Order if it were required that the teachers should all obtain certificates and go in for examination before your school was allowed to receive any grant?—I think it would interfere very much with our liberty. At the same time I think we would adapt ourselves to it if pushed to it; but, at the same time, I think there would be an unnecessary and a great interference with the liberty which we now enjoy.

5291. Have you any records of how many boys you have passed under the Intermediate system through your colleges since it began?—Yes; I think I mentioned them to-day.

5292. I am not talking of the boys who distinguished themselves, but of the boys altogether who passed?—I have a list of the exhibitioners and prizemen. I have not made out those who passed.

5293. Your colleges collectively have passed as many students as any in Ireland under the Intermediate system?—I really do not know. I have not made out a comparative table, but I think they should have passed as many, and more, I think, because all along they have been successful, especially during the first and last years.

5294. Have you any reason to believe, from your knowledge of the subsequent careers of those boys, that they prospered or were injured by the Intermediate system which they went through in your school?—I fancy the Intermediate system has helped large numbers of brilliant boys, who entered our schools, into positions which are far and away beyond their means. I mean to say that it has been the factor which has helped them into those positions, and that without it they would never have attained to those positions to which they have attained at present.

5295. Now as to the publication of the results. It has been suggested that it would be desirable not to publish those results in the way they are published now. What is your opinion?—I think everything in connection with our examinations, with your whole system, should be public and above board. If you don't publish those results and if we have not access to those results, what guarantee have we that fair play exists all round?—We have, of course, the guarantee of the honour of the members of the Board and of the examiners. But, at the same time, the public would require a guarantee which they can feel, a palpable guarantee that fair play has been done all round, and that there has been nothing in the way of unfairness in the examinations. Therefore I do not see any harm that comes from the publication of the results as they are published at present, but I see a great deal of good. If you never gave us any other reward except the publication we would still fight for the first places, and it would raise the teachers' energy to put their schools into the front rank. Take away that and you destroy an incentive to work.

5296. I am not suggesting the concealment of the results from the heads of the schools. What I am suggesting is, instead of publishing the names of all the pupils as they are now published in the newspapers in extensive sheets, that to each head of a school should be sent the publication of the results of his own students, and that a general publication might be made by numbers and not by names, so that the numbers would not indicate the names of the students or the places whence they came, but that each school and each student should receive the fullest information of the results that he had attained, both as to the number of marks in every subject and everything else just at present. Don't you think that would accomplish all that could be desired in the publication of results?—I don't see any harm in the present system, and I see a great deal of good. I don't see any harm, and the good that arises from it is this: Suppose I get a list from you of my own students that have passed and get details, as I see at present in the published book of results, of the answering in every single subject. That is of great importance to me. But I think it would be of vastly more importance if I could compare these with the results of other schools, and seek out the method which they put in force to achieve higher results in any particular subject, there is a great incentive to me to adopt these methods. But, without having comparative lists before me, I won't be able to have recourse to them.

5297. How do you apply those comparative results?—If I find my school is backward in mathematics, and if I were able at the same time to see that another school, similarly situated, is exceedingly forward in that subject, my first duty would be to go and inquire in a friendly way of the head of that school by what means they achieved that result, and I would be inclined to adopt the same means afterwards in my own school.

5298. At all events, you are in favour of the continuation of the present system?—I would be in favour of it in preference to any other.

5299. Mr. Justice MADDEN.—Your end would be attained if the examination numbers were given instead of the names. You don't attach much importance to the publication of the names of particular students. Would not the publication of the examination numbers meet all your purposes?—For that particular point in connection with the utility of the present system, the publication of the numbers and the names of the schools would be sufficient.

5300. Rev. Dr. SALMON.—You would keep in the names of the schools and the numbers, but you would not object to the names of the pupils being omitted?—Yes.

5301. Mr. Justice MADDEN.—The names of the schools being given instead of giving the individual name of the student, but giving his examination number, that would embrace all the data you want?—Yes. As far as the teachers of the schools are concerned that would do. But there is another point in connection with it. It has been brought out here and put forward as an argument against that system, that as soon as the books are published a crowd of students get those books and look into them. Now, I fancy that that facility which you give the students, according to your present system, of seeing their names there in print, showing them to their parents, and all that has a powerful and active tendency to make the students work in order to win for themselves that distinction of seeing their names in print. If you don't publish the results in the present form you will take away that incentive to work which the students necessarily have. I know perfectly well that both students and parents show these books to their friends. They are proud to see the names in the results books That is an incentive to work.

5302. Rev. Dr. SALMON.—The complaint is that it is too powerful an incentive?—I don't know that satisfactory evidence to that effect has been put before you.

5303. That has been stated. That is what has really led us to consider the possibility of leaving out the names from the yearly statement. It has been stated that the competition between one school and another has been too severe, and also that the ambition of the pupils to come out well, and have their names published made them work too hard?—If you are satisfied from the evidence before you that over-pressure does exist, and that that is the cause of the over-pressure, then you would be justified in suppressing, and even obliged to suppress the names.

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5304. You don't give us evidence to that effect?—No; on the contrary I don't believe that there is over-pressure, and if there is, that it is due to this.

5305. Do you think the competition between the schools is excessive?—I really do not know what harm there is in that. I think it is good for each individual school to compare its strength with other schools, and that that will keep them from going back to the old state of stagnation from which your system has drawn them.

5306. O'Conor Don.—We have been told that it has led to touting—that is trying to get clever boys from one school to another?—I have heard it stated; I have heard it mentioned; but I have not heard of one specific case in which it took place. There is hardly a brilliant boy in the school from which I come whose parents or friends have not told me from time to time that an effort was made by other schools to spirit him away. I have always taken those assertions with a grain of salt. I do not believe other schools would do a thing from which I would shrink myself. I will give you an instance. A very few months ago the headmaster of another school met me, he was a friend of mine, and he said. "I have an accusation to make against you, I have it from the father of one of my boys that you wrote him a letter recently offering him specially advantageous terms if he transferred his boy to your college. He was not able to show me your letter because it was marked 'Confidential.'" I at once sat down and wrote a letter authorising the parent in question to show him every scrap of correspondence that passed between him and me. The real fact of the matter was that I had never written to that parent, that I had never spoken to him, and that I had never known of the existence of him or of his boy.

5307. So far as you know that system does not exist in practice?—As far as I know it does not. I have not yet met a case. I have met a great many cases of hearsay. But I have not met any one specific case of dishonourable touting.

5308. But if that did exist, as we are told that it does, do you not think that it would be desirable to prevent it by not publishing these results in a way that enables it to be carried out as it is stated it is carried out?—If that did exist I think that any measures that would be taken to prevent it would not be too severe.

5309. With regard to a question on which you have as yet given us no opinion, what is your view of the desirability or the contrary of having separate pass and honour questions or papers?—I must say I have not considered that question in detail. To the present system of examination, of having all the questions on the one paper, the objections which I have heard do not seem to be of a very serious nature. I think, on the whole, that the papers which are given at present as a general rule—at least some of them from time to time, are a bit too stiff for pass students. But I have not considered closely the advisability of dividing the papers into pass and honours, except to this extent. I do not know whether your question implies that those who suggest two papers suggest that the pass paper should not be as comprehensive in the subjects with which it deals as the honours paper, whether it should be restricted to fewer subjects or whether it should contain easier subjects over the whole programme for pass students.

5310. I think you rather misunderstand the proposal. It is not a question of having the examination in different subjects. But it is a question of having what would be called hard and easy questions in the same subject. Take, for instance, Euclid or arithmetic. The pass questions in arithmetic would be simple straightforward sums in arithmetic that pass boys would be able to do, and contrast them with questions in arithmetic which would require something more than the mere knowledge of how to do a sum which would require thought and mind to answer. We know that the questions at present are all on the one paper, and that no distinction is made between them. Two forms of alteration has been suggested—one that there should be two separate papers, one called a pass paper and the other an honour paper; and the other suggestion is that in the one paper there should be a certain number of questions indicated in some way as pass questions and the other indicated as honour questions?—Understanding the question in that way, that the questions set for pass students and the questions set for honour students would be over the same programme, and that the nature of the questions set for pass students would be easier than the nature of the questions set for honour students, I don't see any great difficulty as far as the school which I represent is concerned and others of that class. But I think I do see great difficulty with regard to small schools. There would be no difficulty with us owing to the distribution of classes which we can make. We have at present in the Junior Grade four distinct classes. We sometimes have five and we have four at least. Our Preparatory boys who have any chance of being put under your system are divided into four distinct classes. They are too numerous, and we must divide them and we have the staff necessary for that. In our school we could divide the boys into these and other classes. But in those schools that are not sufficiently manned, and which have fifty or sixty boys, they cannot have three or four or even two classes for the Junior and Preparatory Grades. I fancy the hardship entailed by two sets of papers, pass and honours, would be greater in the case of those schools, because they would entail the necessity of dividing the classes. That is the difficulty. There would be no difficulty as far as we are concerned.

5311. It would necessitate the dividing of the classes in the teaching as well as in the sending them up for the examination?—Well, as a matter of fact, it would fall into our division of classes very well. But I do not see how that system will fall into the division of classes in the small schools.

5312. Supposing the classes were not divided would it not be possible for the teacher?—You will have pass and honour students in the same class and given the same class of teaching, you will be doing harm to one class or the other. The pass students will be a drag upon the class if you pay attention to them principally. On the other hand if you pay attention to the honour students particularly there will be a tendency to leave the others behind and not teach them properly.

5313. Mr. Justice Madden.—At present, there are at the school pass and honour students. They separate themselves at the examination—the result of the examination separates them. The suggestion is that they should declare themselves as they go in and select the papers that they consider suitable. I think you have not considered the question exhaustively?—I have not.

5314. O'Conor Don.—I won't press it any further. There is one other point. What is your view as to the mode in which the exhibitions are now granted. Do you think that the amounts we give in exhibitions are too much, or what they ought to be?—Well, really that is another question on which I have not very important ideas to put before the Commission. However, there is a grievance. The grievance will be felt by the first boys on the prize lists of the Senior Grade in considering the loss which they sustain in comparison with the students at the end of the exhibition lists in the same grade. I fancy that by giving first, second, and third class exhibitions in each grade you would obviate that to a great extent.

5315. Have you considered whether the holding of those exhibitions should be made conditional upon carrying on education in any of the schools, or that they should be given as now to the students to do as they like with them?—I have heard some evidence

on that point which does not tally exactly with my experience. When it is said that the exhibitions are given to the students at present to do as they like with them I believe that creates a false impression. How the system works in practice with us is this—the exhibitions are never given into the boys' hands by us. They are sent home to the parents of the pupils, and I don't think Irish parents are such fools on the whole as to give large sums of money into the hands of their children to enable them to do what they like with it. I have known instances where parents encouraged their children to work by promising even before they have begun their studies, a watch or a bicycle in case they do win an exhibition. I have not known of any case in which a parent has put into his boy's hands the £20, £30, or £50 which he has won to enable him to do what he liked with it. I believe, as matters stand, that this money in reality goes for the boy's education generally, and I don't think you can possibly find evidence that it is directed into other evil channels to any considerable extent. Sometimes a boy going to a day school, where he pays a small pension, is found to have a bicycle as the result of having obtained an exhibition. I don't think that that bicycle is the result of the exhibition which he has won, except in this way—that the father of the boy being so delighted with his success at the examination, and the place he holds at the examination, in having won an exhibition, is inclined to give expression to that delight by giving the boy the value of a considerable sum of money.

5316. You see no objection, no danger in this system?—No; I think the boy is the owner of the money, and that it should be given to his parents or to himself.

5317. Are these exhibitions paid through the manager of the school?—In reality they are addressed to the pupils in the boarding schools. They are sent to the addresses which the pupils give. But as a matter of fact, they have to pass through our hands, and there is an understood agreement that those things will be sent to the parents or there will be an understanding before the money is given into the boy's hands as to its destination.

5318. Rev. Dr. SALMON.—Whose receipt do we get for the exhibition? Do you or the parent come in at all?

CHAIRMAN.—We consider that we get the students' receipt.

Witness.—We act as parents to the students while they are in the College.

5319. Rev. Dr. SALMON.—You think if you find the pupil with a bicycle after obtaining an exhibition that that is because the parent is so delighted that he has made him a present of the bicycle. But from the boy's point of view it would be—"This money belongs to me; it was I that earned it"?—I don't think, in practice, you will find a boy speaking up to his father in that way—"I want the money, and you have no right to it." I have not heard of any case of that.

5320. As a matter of law, the parent or the schoolmaster, as the law stands, does not come into it at all?—As a matter of fact the student signs the receipt. We feel bound to act as parents towards the children in the school.

5321. Would it be wrong to introduce a rule which would enable us, in theory, to do what is done in fact?—I don't think it would alter the circumstances one bit.

5322. You see no objection to giving the exhibition, not to the boy, but to the parent or the schoolmaster?—I see no difficulty in giving it as it is given at present.

5323. Dr. BARKLEY.—I see you are an advocate of restoring the commercial course. At what grade would you like it to be taken?—I would be inclined to introduce it into the lowest grade. However, if you give a little larger margin of marks between the Preparatory and the Junior Grade, I would say not to introduce it until the Junior Grade. But if you allow the margin of marks that exists at present between the Preparatory and the Junior Grades—a few hundred I think it is—to continue, it should be introduced into the lowest possible grade, and for this reason—if you don't introduce it into the lowest grade the result will be, as in 1891 and 1892, when you introduced it into the Middle Grade, that any clever boy who has taken classics in the Preparatory Grade, and has made some progress in that department, will not be inclined, after he has made that progress, to drop that subject at which he has succeeded and take up a new course.

5324. Would there be any objection to taking it as part of the commercial course in the higher grades?—Certainly not.

5325. You seem to contemplate the commercial course running through all the grades?—Certainly. If you do not run it through all the grades you will ruin the course altogether.

5326. Is there not this difficulty in inducing boys who propose going to commercial life to stay beyond the Junior Grade, that the openings in commercial employment are largely for boys of fifteen or sixteen, and that if they don't leave school then they will be, to a large extent, shut out afterwards?—Well, at present, no doubt, you have many boys going into those positions at those ages; but the training they get in the present schools is not at all suitable for their requirements.

5327. Yes; but if the openings for employment are largely for boys of a particular age, is it not a hardship on them to be obliged to remain in the school to a higher age, when the openings no longer exist?—Well, as a fact, under the present system they no longer remain; under the other they might or might not. Under the system I propose they would have the means of being properly prepared to fill positions in commercial life. At present they are not. I do not wish to press my remark further than this, that a large percentage of boys go out after the junior course, and enter into positions for which your preparatory and junior courses do not sufficiently prepare them. If the Board decides upon drawing up a programme suitable for those boys, and their wants, I am sure the country would be satisfied with that programme, and offer no objection to it.

5328. You have said something as to the number of your boys—that is, of the boys in the schools with which you are connected—who passed this year in the Senior, Middle, and Junior Grades. I think the figures were 25 in the Senior, 47 in the Middle, 102 in the Junior, and 67 in the Preparatory Grade?—Yes; those were the numbers this year in our three schools.

5329. Of the 102 boys who passed in the Junior Grade, I dare say there was a considerable number who would be at liberty to go up again, and I suppose a number did?—Yes.

5330. Would there be as many as one-third?—I cannot tell you that.

5331. That would affect the comparison of the numbers going up in the Junior and Middle Grades, would it not?—It might. I cannot enter into that question; I have not the figures.

5332. That figure of 102 represents boys of fifteen and sixteen; and the boys of fifteen, unless they got exhibitions, might go in a second time?—Of course they might. I made up the figures for three years in succession. I did not enter into that question.

5333. But still you are comparing a grade which represents two years of school life with those representing only one year, because they are not allowed to be examined a second time in the Middle Grade?—Yes; I do not know how far that would affect the figures.

5334. You say that even some of the boys who are going to universities leave at the Junior Grade: I suppose that would be the case even if we had the commercial course?—Yes. Some of them go in for the examinations in medicine and law.

5335. I think it was stated, that some went up for matriculation?—Yes; from the Middle Grade some of them go up for matriculation.

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5336. As regards the difficulty of taking up science subjects under our present system of marks, I wish to ask you would a boy, taking up science as a speciality, be likely to take up Greek as a subject at all?—In some cases they would. Boys preparing for certain professions and occupations, for instance, chemists and medical doctors, might wish to take up Greek as one of their subjects.

5337. Would not Latin be more important for them than Greek?—Yes; but a number of Greek words enter into the terminology of their future studies. I have a case at present where the parents of a boy who is going to be a chemist, insist on his being taught Greek.

5338. It is only those who take up both Greek and Latin that would be affected, as regards science subjects, by our present scale of marks; those who take up Latin only have room for two scientific subjects?—Yes; but if he takes up Greek he will find himself handicapped as regards science. I think you should give the science subjects higher marks. If you raise the marks in those subjects you will find that difficulty will be, to a great extent, removed.

5339. O'Conor Don.—Do you think 100 marks more would be sufficient?—Yes, I think so. It would be a great stimulus to encourage students to go in for those subjects.

5340. Dr. Barkley.—I think you say the over-age margin, in all the grades, should be two years?—Yes; I think two years would suit admirably.

5341. An alternative has been suggested: that is, that students should be allowed to go for two years, not merely in the Junior Grade, but in any grade they choose to select?—Yes; I am inclined to think greater liberty would be desirable.

5342. Would it, in your opinion, be desirable to keep boys at school up to the age of 20?—I think it would be very desirable for a certain class of schools in this country.

5343. I think the statistics you gave us of the numbers passing the Customs and Excise Examinations show that the number from Ireland has fallen off?—Yes.

5344. What, in your opinion, is the explanation of that?—I think the first reason is that you have, to a great extent, turned the schools of the country into your grammar school system, and that has turned aside a great number of them from pursuing with success the courses necessary for the customs and other civil service examinations. But there is another reason, and it is this: that the preparation for such positions, under your system, has been defective. It has not encouraged the entrance into those positions; it has given no encouragement to it, good, bad, or indifferent.

5345. In your opinion, one cause is that a considerable number of students take up the grammar course only, proposing to enter a university, or one of the professions?—Yes; they have facilities for that now which they had not in the previous days. At the same time I think a number of them would turn themselves to those studies that are suitable for those examinations if they had any encouragement under your system to do so.

5346. Are these appointments, in your opinion, such that boys who go in for the Senior Grade of our course would be likely, or think it worth their while, to enter for them?—Yes; my experience is that many of them would think it very desirable. Of course those who get honours in the Senior Grade generally aim at something higher; and we always try to induce them to do so. I gave you one instance of one of our boys who got an interpretership in open competition, simply because we allowed him to follow the studies for which he had a taste, and for which he was best fitted, and did not keep him to subjects for which he was not fitted.

5347. Most Rev. Dr. Walsh.—A question has been raised about our giving medals for successful answering; do you consider it desirable that that portion of our system should be retained?—Yes; I consider great importance is attached to it by the pupils who send them to their parents.

5348. It is an encouragement to them to study?—Yes, certainly.

5349. For instance, it gives an encouragement to the study of modern languages?—Yes.

5350. It has been objected that medals were awarded rather for general merit in a large number of languages than for superior excellence in a small number; has not there been a change made in our rules with respect to that matter?—Yes.

5351. Please state the nature of the change?—For a considerable period there was no limit whatever to the number of languages for which a boy might go in, and which might count, in order to give him an opportunity of winning a medal; his marks in every single language would be added together, and the medal would be awarded to the student who gained the highest total aggregate. Latterly the Board has made a change in the rule, and has restricted the number of languages to three.

5352. Has the Board not also made another change, which vitally affects the competition, in the way the marks are counted, the effect of it being to discourage superficial knowledge of a subject, on the one hand by cutting off 25 per cent. of the marks gained, these being considered no evidence of a sound knowledge of a subject, and, on the other hand, a second rule has been introduced, by which a thorough knowledge and mastery of a subject is encouraged, by doubling the marks gained beyond 75?—Yes.

5353. Do you not think the effect of those rules must be to largely favour boys who go in with a thorough knowledge of a smaller number of languages, rather than a moderate knowledge of a larger number?—Yes; I consider that is certainly a beneficial rule.

5354. I suppose you are aware that a good deal of criticism has been directed against us on account of our maintaining a rule of that sort, and not allowing all his marks to be credited to a boy without any such modification; don't you think it important that we should retain the rule, so as to encourage the thorough mastery of a smaller number of subjects, rather than a superficial knowledge of a larger number?—Well, I never paid much attention to those criticisms, because I thought the rule was a good one.

5355. I never paid much attention to those criticisms myself; but I should like to have it from you, whether you think the rule a good one?—I think the rule is a good one; but I have not considered the question in detail.

5356. It never occurred to you that it was objectionable?—No.

5357. With regard to natural science, you are aware that it has been said that the Intermediate system has killed the study of natural science. I should like to know from you your opinion as to how precisely the mischief was done?—I fear it has killed it in those schools where the teaching of natural science is not particularly necessary for the students. It has killed it in those schools, the managers of which consider that the teaching of classics, mathematics, English, and modern languages is of more value than that of science, and think that from teaching those subjects they will get more results than from the teaching of science.

5358. Do you consider that it could be obviated by re-arranging the marks, so as not to penalise the natural sciences?—Of course there are two ways of remedying it. One would be by giving a little more latitude, in the way of allowing a student to choose more subjects; but I fancy that that would be, on the whole, injurious.

5359. You would not wish that to be done?—No; I would not wish to see the candidates going in for too many subjects. But by giving more marks to the natural sciences you might remedy it.

5360. It has been remarked that the study of natural science went on in the schools, to a large extent, up to a rather recent date?—Yes; the greatest number of students examined in natural philosophy

under your system was in 1887, when it was 2,813; the least number examined was in 1897, when you had only 609.

5361. You are aware, of course, that the great downfall in the number of students going in for examination in natural science has occurred within a recent period, and that it has gone down by leaps and bounds—in 1895 the number was 1,398?—Yes.

5362. I suppose a falling off of that sort begins in the Junior Grade, for if boys have taken up a subject in the Junior Grade the tendency will be to continue that subject in the other grades, unless there is something to compel them to discontinue the study of it?—Yes; you will find that the falling off began in 1891, when it went down from 2,196 to 1,914.

5363. Now as to another matter; our programme for the Middle Grade corresponds with that for the matriculation examination in the University in nearly all subjects except natural science?—Yes; the natural philosophy required for matriculation corresponds with the programme in the Junior Grade and not with the Middle Grade, and the obligation of making up for the two examinations tends to discourage the study of natural science.

5364. In connection with the falling off in the numbers from grade to grade, do you find that a number of boys who go through the Middle Grade course in your school do not present themselves in the Middle Grade examination if they are inclined to go in for the University matriculation?—Yes.

5365. And there is the inducement you have mentioned to them not to do it?—There is; the principal reason is that the two do not coincide exactly.

5366. And, in some respects, the matriculation examination in the Royal University is easier than our examination in the Middle Grade?—Yes; it frequently happens that a student passes in matriculation and fails in the Middle Grade.

5367. That would account for the falling off between the Middle and Junior Grades, even though a number of the boys have gone through their studies in the Middle Grade, would it not?—Pardon me; I do not understand the question.

5368. You have stated that a number of the boys who go through the Middle Grade course present themselves for matriculation at the Royal University at the end of the year; those boys may not have passed our examination in the Middle Grade?—Yes; sometimes that happens.

5369. What I want to bring out is that it does not at all follow, from the falling off in the numbers between the Junior and the Middle Grade, that the boys in question have not gone through the studies of the Middle Grade—is not that so?—Yes, as far as our Blackrock College is concerned, I have known some cases where boys were reluctant to enter for the competition in the Middle Grade, and afterwards went in for matriculation.

5370. That does exist to a certain extent?—It does.

5371. To a certain extent, therefore, it would account for the falling off?—It would.

5372. Don't you think that it would be desirable to have the programmes for the matriculation examination in the Royal University and the examinations in our Middle Grade brought more completely into harmony—that it would be well to have them brought into harmony all round and not merely in particular subjects?—Well, yes; probably it would.

5373. As far as regards some subjects they already are the same?—Yes.

5374. But that does not do what is wanted—that the same course of study should enable a boy to pass in the Middle Grade, and also to enter the university?—I think if you do bring them into harmony you will find that some boys who would otherwise remain at school, and go on to the Senior Grade, will go to the university after the Middle Grade and not go in for the Senior Grade.

5375. You think that the prospect of obtaining honours in the Senior Grade would not induce them to continue?—My opinion is, it would not, except in the case of some very clever boys.

5376. Now, your evidence, very properly, has been principally given with reference to your own College at Blackrock, and the colleges that are connected with it?—Yes.

5377. Of course we know that those colleges occupy a prominent position in the country, far above the average level, even amongst the best colleges. Besides you have informed us that at your Blackrock College you have a large number of professors in proportion to the number of students, one for every eight or nine students; that, I suppose, is an exceptionally large number?—It is; but I should state that all of those professors are not on the regular staff; some of them come in and teach a few hours in the day.

5378. But, even having regard to that limitation, is it not an exceptional state of things?—I believe it is; I do not know how it stands with other schools.

5379. You said something about parents discharging the office of inspectors—I suppose in a very amateurish fashion—and going round the school, and looking at the playgrounds and dormitories. Supposing there was a system of inspection, should you not consider it unfair that in boarding schools anything should be inspected which has nothing corresponding to it in the case of day schools?—Well, I think it might interfere with the impartiality of the inspection as between school and school.

5380. With regard to exhibitions, you said you had not considered the question whether the exhibitions should be continued from year to year, or given on the basis of the answering for one year only?—I did not go into the question; but I do not see the harm of continuing them under the present arrangement.

5381. It sometimes happens, under the present system, that a boy, say, in the Senior Grade, may miss getting his exhibition by a very small number of marks—is not that a very great hardship?—Of course it is; but that, I think, could be very easily prevented. It is not a fault of the system, but of the administration.

5382. We have been told that the system, even as at present worked, provides a remedy for it, because the chances are that a boy who loses the exhibition by a few marks comes up holding an exhibition from a lower grade; but, at the same time, cases of individual hardship do sometimes occur. In your opinion, would it not be better to have a system which would meet that fairly and definitely, and not leave anything to chance?—It would be desirable, but I am afraid it would be difficult.

5383. At present, as you know, there are exhibitions and prizes of three kinds given to Senior Grade boys at the end of the year. There are a certain number of £50 prizes, and there are exhibitions of £30 and £20 a year, which are awarded to the students who have obtained the highest places at the examinations in the Junior and Middle Grades, and which are tenable for three and two years respectively, subject to the conditions mentioned in the rules. Don't you think it would be a better plan if we had in the Senior Grade a certain number of exhibitions of £50, £40, £30, and £20, to be awarded upon the answering at the examinations in that grade, and leaving nothing to chance?—Except that a boy who wins a £50 exhibition will be excluded from a minor exhibition in the Senior Grade.

5384. How will he be excluded? Suppose we give a certain number of £50 exhibitions, a certain number of £40 exhibitions, a certain number of £30 exhibitions, and a certain number of £20 exhibitions, to the boys who have answered best on the work of the year, would not that be the proper system?—That would imply that you should abolish the retained exhibitions altogether.

5385. Yes; that the retained exhibitions should be discontinued, and that the prizes should be given on the work of each year?—Well, I think that a boy

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who wins an exhibition in the Junior or Middle Grade establishes a claim to get a reward in the following year on easier terms than another boy. However, I have not gone into the question. I have not considered it sufficiently.

5386. You were rather sceptical as to the defective method in which, in some schools, modern languages are taught. Of course, I dare say, you have no personal knowledge on the point. You know the way in which they are taught in the schools you are connected with; but listen to this passage from the report of the examiners in French in 1897 :—"The answers to Question 1 (on accents and sounds) were generally very unsatisfactory, and in most cases the accents were more correctly done than the sounds." You are aware that a question was inserted in the papers about a year ago, for the first time, in order to test the students' pronunciation; they were required to state whether they pronounced the French conjunction *et* "et" or "é"—you know of that?—Yes.

5387. Would it not surprise you to hear that that very question was objected to by a representative of a large school in this country, on the ground that it was unfair to the boys?—I wish to state that I had not before me a sufficient body of evidence to convince me that the defective system of teaching the pronunciation of modern languages which has been complained of prevails to any considerable extent.

5388. I wished to know whether that would modify your opinion. And what do you think of this—here is the report of the examiners on that and similar questions: "The answers to Question 1 (on accents and sounds) were generally very unsatisfactory, and in most cases the accents were more correctly done than the sounds." The "accents," of course, meant the marking on paper the different kinds of accents which are placed over different vowels—that, of course, is a thing that could be taught without any attempt at pronunciation?—Yes.

5389. But the sound is a different thing; and the examiners say that "in most cases the 'accents' were more correctly done than the 'sounds.' It was thus evident that a large proportion of candidates had not the most elementary notions of French pronunciation." Is not that a very serious state of things?—Well, I think that there are students who could make a good attempt to pronounce a word, but who might not be able to represent the sound in writing.

5390. The examiners go on to say: "Some, indeed, failed altogether to understand the purport of the question, and contented themselves with translating into English the sentences designed as a test in pronunciation." I am sure that this comes on you by surprise; you could have no notion that it existed, for of course it could not exist under the system in the colleges with which you are connected?—No.

5391. Now let me ask you a general question. The working of our system, as at present carried out, which you consider as, on the whole, a satisfactory system, proceeds on these three lines—first, the distribution of results fees to managers of schools, based on the number of students who have passed the examinations, and the distribution of rewards and prizes amongst the students, they being tested by competitive examination; secondly, a common written examination for all the schools in the country; and thirdly, those examinations held exclusively in writing, without any element of *viva voce* examination. I understand that you consider none of those three points radically faulty?—Yes; except with regard to the pronunciation of languages, to which I do not attach very much importance. I think there is hardly any other subject which cannot be tested adequately by writing.

5392. You consider the results system—the system of payment by results—a satisfactory one?—Yes, a results system, based upon a public written examination, as distinguished from a results system based on the examination of the pupils in the school—is that what you mean?

5393. I am speaking at present of the results system in itself—no matter how the pupils may be tested—you think that a system of distributing public money, by which so much a head is to be paid for every boy that passes the examination, is a good system?—If I have a system which gives me the results of the working in a school, and which tells me the efficiency of the teaching, I do not see why fees should not be paid on those results.

5394. I merely wish to know whether you, as a matter of fact, think the system is, or is not, a faulty one—the system of distributing public money at a rate of so much per head on the number of boys from a school who pass an examination—do you, or do you not, consider that a defective system?—I really do not see any defects in it.

5395. Then as to the second point — the system of testing everything by a common written examination of the pupils of all the schools in the country, without any element of *viva voce* questioning. I understand that, subject to what you have said with regard to the subject of modern languages, you do not consider that a defective way of testing the work of the schools?—Well, I always wish to discriminate between an ideal system and a practical system, having regard to the circumstances under which we live. I have nothing on earth to do with the best system in theory; I am not competent to give an opinion on that. I only claim to be competent to give an opinion on the working of the system, as a practical system, viewed with regard to the actual circumstances of the country.

5396. Suppose you were deputed by one of your superiors to go down to another school—to Rockwell School, for example—and you were directed to ascertain whether the teaching there was efficient or inefficient, do you think you could ascertain that by a mere written examination of the pupils, without a *viva voce* examination?—I think I could test the essentials of the work done there.

5397. Do you think you could satisfy yourself as fully as to the efficiency of the teaching at Rockwell without *viva voce* examination, as you could do with *viva voce* examination?—I could satisfy myself thoroughly as to the scholarship in the college.

5398. Could you satisfy yourself as to the efficiency of the teaching?—Yes, absolutely, as far as the scholarship of the pupils was concerned.

5399. Do you ever hold examinations *viva voce* of the pupils in your college at Blackrock?—Yes.

5400. You must think it is of use?—It is certainly of use.

5401. Then in theory you consider *viva voce* examinations useful?—Yes.

5402. But, in practice, you consider that there is some reason why it should not be applied by us, in discharging our duties as Commissioners to promote Intermediate education in Ireland?—Well, there is a very great difference between my going through my own school, and examining the boys, and a number of inspectors going round to the different schools in the country and giving reports, and your basing your grants to the schools upon those reports. There is a vast difference between the two, having regard to the circumstances of this country.

5403. You don't think that we could satisfactorily, under the circumstances of the country, distribute the endowment on such a system?—You might satisfy yourselves, but I don't think you could satisfy the country with such a system.

5404. Rev. Dr. SALMON.—Don't you think we could do it satisfactorily if every inspector was a person in whom we had the same confidence as we would have in Father Healy?—You might have confidence in him; but the public must have confidence in him, too. I fear that that would not be possible.

The witness withdrew.

The Commission adjourned until Wednesday, February 1st.

TWELFTH DAY—WEDNESDAY, FEBRUARY 1ST, 1899.

Feb. 1, 1899

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

Mrs. M. BYERS, Principal, Victoria College, Belfast, examined.

Mrs. M. Byers.

5405. CHAIRMAN.—Mrs. Byers, you are Principal of Victoria College, Belfast?—I am.

5406. And you have been teaching in Belfast since 1859, when that Institution was founded?—Yes.

5407. You received one of our circulars to managers of schools?—I did.

5408. And you were good enough to send us in replies to some of our questions?—Yes.

5409. Since the last meeting of this Commission the Appendix to our first Report, containing the print of all the replies, including yours, has been published, so that they are now before the public, and it will be unnecessary in the first instance, before I ask you questions about them, to state them in detail. But, before I ask you any questions, do you wish to add anything to the statement you have sent on to us?—I have briefly put down a few things I should like to state. Perhaps it would save your time if I read them.

5410. If you please, take them in the first instance?—First, I believe that the good effected by the Intermediate system far preponderates over the evil, and the defects of the system are remediable. I have been engaged in the work of education in Belfast since the summer of 1859, and was consequently twenty years conversant with the work before the introduction of the Intermediate examinations. The first eleven of these well-remembered up-hill years preceded the opening of the University examinations to women. I worked for the extension of these examinations and of the Intermediate examinations to girls' schools, and hailed them with satisfaction as affording us some standard and aim, and as supporting our efforts to place before parents a true ideal of education for girls. These examinations have simply revolutionised girls' education in Ireland. The benefits can only be properly estimated by those who remember, as I do, the condition of girls' schools generally some thirty or forty years ago. At that time there were no school buildings such as boys enjoyed in either large or small towns, no free studentships and no permanent scholarships either for literary or technical training; and for the daughters of the gentry or of the mercantile or professional classes, beaten in life, there was no educational help of any kind, such as was provided for their more fortunate brothers. The time spent at even the best schools was usually so very short, that no sensible intellectual improvement could be gained. The school programme was almost limited to such subjects as could be displayed in the drawingroom, and even these were not taught with the same thoroughness as at present. Solid learning used to strengthen the minds of boys was almost entirely excluded. Sound elementary training was not required by parents, knowledge of arithmetic and English grammar was usually meagre in ladies' schools, and the most superficial examination gave sufficient proof of its deficiency. Heads of schools who valued such branches obtained masters for two or three hours a week to teach them, and thus admitted the inability of women to undertake the subjects themselves. Resident English governesses were advertised in order to recommend schools, though, owing to the same state of things in England, these ladies were usually inferior to our home governesses in every educational qualification, except perhaps in the matter of accent. There was a strong prejudice against large schools for girls, they were thought to be injurious to both morals and manners; this being so you will see how the aim to provide for girls an education adapted to their wants as thorough as that which is afforded to boys in schools of the highest order was frustrated. In 1878, when the Irish Intermediate Bill was passed, it was a great joy to women educationists all over the three kingdoms that for the first time the British Government recognised the claims of women to secondary education. Many of us felt that national money would be well spent in the thorough education of the motherhood of the nation. Merchants and professional men are so much occupied that they often relegate the arrangements about the education of the children, as well as domestic matters, mainly to their wives, hence the importance of women being so educated themselves as to be able to superintend the education of their sons and daughters, and also to select the best schools and the best teachers, as well as the best time and way in which to begin and carry on their school education. At the introduction of the examination system an efficient staff of women teachers had to be created to carry it out, and those who, like myself, believed in the great need of opening up suitable industrial employments for women were not only aided in educating women as teachers, but those who objected to them on the ground of inefficiency, when they found that, tested in different subjects by the same papers and standard as men, they obtained equal marks, withdrew their objections—their educational fitness being proved by this external test. The results fees of the Intermediate system not only enabled head mistresses to increase the school staff, but also the school accommodation and general efficiency, and to offer such salaries as secured the best teaching power in the different departments. To minimise undue pressure we have always endeavoured to emphasise the value of a "pass," but to press none into examinations either for exhibitions or for a pass. With the class of parents with whom I come into contact this would be impossible were we to attempt it. They think for themselves, and are most careful of the health of their children. After a long, as well as a wide experience, I agree with the opinion of an eminent London physician who declared that he had seen far more victims of inaction and idleness than of wholesome and interesting work. The Intermediate system with its age-test makes the classification in schools difficult; it also reveals to us the fact that the early

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education of many girls is still frequently neglected. Then, too, there are children of under average ability and attainments—nervous, excitable children—not physically strong, or girls whose ambition exceeds their ability. One third of our own pupils of the Intermediate age may be thus described. The same careful teaching is provided for them as for the Intermediate pupils, and, with the approval of their parents, many of them are sent into other examinations which have no age-test. Speaking to some of my ablest and most experienced teachers on this subject a few days ago, they agree with me that the classes not entering for the Intermediate examinations have been so influenced by them that they have risen to almost as high a standard as the highest candidates during the time that the university examinations afforded girls' education its only test. It must be perfectly clear that we could never have made the same careful classification nor had such success in the pass and exhibition lists of so comprehensive and exact a character as those prescribed by the Intermediate Board without the endowment it provides. Perhaps I should here say that in Victoria College we have three Departments—the Preparatory, the Intermediate, and the University, or Collegiate Department. Many of the Intermediate students pass on to the Collegiate classes. Turning to the after-life of our Intermediate students—which is the best test of any educational system—what do we find? They have, going in direct from Victoria College, gained the highest positions in the degree and other examinations of the Royal University, and thirteen, who were not only Intermediate pupils, but were taught by ladies who had themselves passed through the Intermediate examinations, have been scholars in the Royal University in Modern Literature. In the Royal University, in which men and women compete on equal terms, Victoria College, through its students who had been Intermediate candidates, was for four successive years placed third on the list, having only been surpassed in the number of distinctions won, by two endowed colleges for men—Queen's College, Belfast, and University College, Dublin. They have also been in the foremost ranks in Newnham and Girton, in Edinburgh and Glasgow; they are practising medicine at home and in the Colonies, and in sick-nursing they have risen to be the heads of hospitals. As missionaries, both single and married, they have commended themselves to church authorities as medical and lay teachers They have gained the highest educational posts in England and abroad; and in all forms of industrial and practical work open to women, one can always rely on an Intermediate candidate, should she become a competitor, to gain the blue ribbon in this as well as in the higher things of home life. As to the defects of this system: there is a danger of over-pressure—I admit it—under this as there would be under any system in which there is competition for money. I admit that in this case it is lessened by the action of the Board which, while affording girls the same papers and marks as boys, allows them to compete only with each other for exhibitions—a merit of the system which, though it may not prevail, is recognised in other countries. I submit an influentially-signed memorial presented to your Board on that very subject some eight years ago. It was sent from Ulster, but the signatures include very important signatures from all parts of Ireland. [*Memorial handed in.*] I see no reason for changing my views, but I could add some other strong reasons to those given in the memorial.

5411. O'Conor Don.—What is the main prayer of the memorial?—The point of the memorial is that boys and girls shall have the same standard of marks and papers, but that girls shall compete among themselves for money.

5412. Chairman.—In other words, that the present system of competition should continue?—Yes.

5413. Could you state the date of the memorial?—It is not dated, but you will see from the internal evidence that it was sent in some eight years ago. On the part of the Central Board I would respectfully suggest a more strict supervision of the papers, so that those which encourage memory work too much shall not in future be permitted. Equality of standard in the papers on different subjects should not only be attended to, but equality of standard in the different grades should be stringently maintained from year to year. There is a tendency in these, as in all written examinations to forget the attainments of young people. The standard of the examinations in the different grades has from year to year risen almost imperceptibly in difficulty, and the wholesale slaughter of "pass" candidates by, perhaps, one injudicious and unsuitable paper has sometimes made the system very distasteful to disappointed children, and in consequence to sympathetic parents. Papers which would encourage what I may term a less intense education and much less memory work than has been demanded, would, in my opinion, be a great improvement. Every paper should give a fair chance to "pass" students. In order to illustrate the suggestion that one-half of the questions should be made to test and not to frighten the "pass" student, the other half to test the thought and ability of those who are more advanced and more clever, I venture to submit a Junior Grade arithmetic paper, made out by one of my teachers (*paper handed in*). The early date, evidently increasing from year to year, at which the examinations are held, is a very serious defect. I have heard they are arranged to begin this year on the 7th June, instead of the 15th and 16th, as formerly. To do away with any idea of pressure in the case of "pass" students, a student should be allowed to pass in English and a language with *any other* two subjects, not as at present—subjects making a total of 1,000 marks, or else the totals of domestic economy and botany should be raised to 500 each. For example, a student in the Junior Grade or in the Middle Grade may pass very creditably in English, French, arithmetic, domestic economy, or botany, but because the total of arithmetic and one of the subjects does not amount to 1,000 marks, the girl fails.

5414. In reference to our circular, there was a matter that we thought important to which I do not think you directed your attention. We say in paragraph 10: "The Commissioners are also anxious to ascertain the number of students on the roll of your school on November 1, 1897, of the various ages indicated in schedule B accompanying this circular, and they request that you will be good enough to give that information under the heads therein set forth." Our Secretary tells us that he did not receive any answer to that question?—Perhaps I can answer it now.

5415. If you please; that is what I wish?—I think we have about 110 Intermediate students, and 80 additional within the Intermediate ages that we do not, I think, send in.

5416. That is, you have about 190 within the Intermediate ages?—Yes.

5417. And that you send in 110 of those 190?—From 100 to 110 are in the Intermediate classes, but only about two-thirds enter for examination; though we encourage the girls to go in, we do not press them to do so.

5418. I understand that you have been very successful in the examinations. I got a return from the Assistant Commissioners, and it appears that the number of passes that you got was as many as sixty-one?—Yes.

5419. There were thirteen in the Preparatory Grade, twenty-nine in the Junior Grade, twelve in the Middle Grade, and seven in the Senior Grade?—Yes, that is so.

5420. And I think, Mrs Byers, without attempting

to pay any compliment, we may take Victoria College as the type of a successful college for ladies in the country?—I am much obliged.

5421. Just take your numbers—the number of young ladies that you have within the Intermediate ages. How many will you take it as?—That would make about 190 within the Intermediate ages. There are 100 in the Intermediate classes, but we do not press them to go in.

5422. I quite understand that, and I may say that I quite approve of it; there is nothing to which I have a greater objection than to students being pressed above their ability. You observe that it is only a certain proportion of the students in your college within the Intermediate ages that are tested by the examination?—Yes, I do. But that is not our fault.

5423. I know it is not your fault?—And it is not your fault.

5424. I do not know; it may not be our fault, but is it not an ideal system in which that occurs? May I assume in the first instance, that the result is a necessary one, and that as things stand at present you could not alter that result?—No, unless you can compel parents, unless you can give compulsory education, and bring children in early enough in order to be well taught at the proper age. Then you could do it, but can you compel parents of the middle class to do that?

5425. You may put that out of consideration?—You may send round lecturers and try to educate them.

5426. I am confining myself now, not to the children, or to the parents who do not wish their children to be educated, but to the young ladies actually in the college?—Yes.

5427. Taking it that there are 180 or 170 that are receiving the benefits of your most careful and scientific education, and that the result of it is that the Government test is stood by only 61 of those, must there not be some fault; is not that so?—I do not know. I think that if the children came to us earlier it would be better.

5428. Do you not see that our object is to promote education?—Yes.

5429. And the only way in which we really can promote education is in the schools and colleges?—Yes.

5430. And therefore, unless we can promote education in these schools and colleges, we cannot promote it at all. Now, from an educational point of view, would you not prefer a test to which all the students could be fairly and without undue pressure subjected?—Of course I would like that they could all pass; I should like a system of that kind, but I think we could pass many of these others now if we had them in time.

5431. But you know that is a factor that we cannot alter just at present. Until we gradually work upon the minds of the parents we can only deal with the subject matter that we have?—Then I think you must work on the minds of the parents.

5432. Without working on the minds of the parents, do you think it is a satisfactory thing that with 180 young ladies within the Intermediate ages in this first-class college in the North of Ireland only 100 should be tested by the Government examination, and that only 61 should stand the test?—Well, I really have not thought of that, for we do the very best we can for them educationally.

5433. I am perfectly certain of that, Mrs. Byers, absolutely certain. But speaking logically, do you not think that a system that would test the education that was being given to all the children within the ages would be the most satisfactory test, although it may be that it is not possible under the circumstances of the country?—We do try to test them. We send others, as I have told you, into examinations which have no age test. Children come to us who have been probably under a governess—a very excellent young lady, of pleasant manners and kind and courteous—but they are not educated so that we can classify them with the age test. We do try to have them examined by the system; but when we endeavoured to send them in over-age, it somehow cast a sort of slur on the children; they did not like it, and their parents do not like it.

5434. When you send them in for another examination that is not a Government examination; therefore it is not a test for the State. You observe that?—It is a great test for me.

5435. Certainly? I quite agree?—And it is a test for the parents.

5436. I should wish to make the test for you and the test for the State almost identical?—But I would observe you have given these children that do not come in for the examination great advantages, for you have enabled me to classify them, to increase the number of teachers, and to improve the teaching rooms.

5437. Do not take me as suggesting that there has not been a great benefit from the operation of the Intermediate Act. What I think we are all anxious to do is to make it produce even greater benefit, if possible. Now as to these eighty young ladies that have not been sent in for the examination, no doubt as much care and trouble was bestowed upon their education as upon that of the successful students, perhaps more?—Yes, but do you not see, they were not at school in time.

5438. I know; but the trouble to you was the same?—Yes, but we could not compel them to come in time.

5439. It was not your fault?—No, we could not compel them, and you could not compel them.

5440. And we not being able to compel them, and you not being able to compel them, and you having had exactly the same trouble with them as with the more successful young ladies, do you approve of a system that does not give you any payment for the education of those girls?—Well, the system has helped me to increase the number of classes; to ensure good classification.

5441. We have paid you results fees upon some thing like one-third of your pupils?—Yes, and your results fees I have used for the benefit of the girls who have not gone in for the examination as well as for those who have; they have been a great benefit to all.

5442. You think then that it is a good mode of payment to pay only upon one-third of the class for the work that you have done to the entire class?—I do not see what other course I could suggest.

5443. That is another matter; we will come to that afterwards?—You tell me that it is not just?

5444. I am asking you whether you think it is just?—I do not think any system can be perfect.

5445. I quite agree with that, as long as man is man?—But really, you see, you have got to do everything in the Intermediate examination with a sort of mathematical precision. We cannot prepare these girls that have been neglected before they come to us. I have administered your funds to the very best advantage of those girls, and they have profited indirectly just as everyone who is educated—every young man who goes up to Trinity College and goes back home, if he is educated he brings back an educational influence.

5446. Then I take it that you do approve of the system of payment by results upon only one-third of the class who receive the benefits of education. I am not trying to change your opinion, but I want to bring certain matters under your consideration?—I make the best of it; I cannot suggest anything else under existing circumstances, and I shall be very glad if you can.

5447. That is just what we are trying to do. Do you recognise any deficiencies existing in this present system of paying a Government Grant according to

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the results of the teaching—do you think it an ideally good system?—Well, it is very much condemned.

5448. It is very much condemned. But will you tell me, is the system that is so universally condemned an ideally good system? In England and Scotland is not the system a system in which the pupils have oral examinations and the grants are paid on those oral examinations—that is a system which some recommend us to try—I ask you, is not that a better system?—I am not quite sure, but I always thought it was.

5449. There are oral examinations. But you do not understand that the system of results examinations which is generally condemned now, at least in England, extends to any examination upon the results of which money payments to the teachers depend. You have studied this question I am certain a great deal more than I have?—I have thought a little about it, but I always thought that England and Scotland wanted to get rid of it, because it was inspection; there was an oral test, and they found that as hard as we do our written test; and their tests are lower in primary schools. I think that their system is made for the average and under average pupils; perhaps yours is for the over average.

5450. Do you think that that makes a distinction, because I understood that the disapproval of this results system has been extended to examinations of secondary schools, I suppose you know Sir Joshua Fitch?—Yes, I know Sir Joshua Fitch. But I do think that when there is any abuse of a system people take that up very much and dwell upon it. Recently a gentleman told me—we were talking about these technical schools in Belfast that they have begun—that a man gets three or four pupils and grinds them, and gets results fees. We strongly condemn that; it is bad; but I think that when people see an abuse of that kind in one or two instances—I admit a great abuse—they ring it out all over Ireland, as if generally done.

5451. There is no doubt that everybody makes the most he can of anything he sees in favour of his own view; that will be so as long as human nature is human nature?—Yes.

5452. Here is an opinion of Sir Joshua Fitch. I have copied some couple of passages of his opinion knowing that you would recognise him as a great authority. "All good teachers know that the best part of their work cannot be measured by any examiners, however skilful and sympathetic." No one knows that better than you do, Mrs. Byers?—Yes; that is quite true.

5453. "We have to admit at once that there is an inevitable and very serious drawback to the usefulness of examinations"?—Yes, there is, but what can you substitute?

5454. We will come to that afterwards, as I want to see everything that is to be said against the existing system in order to see whether it is necessary that there should be a substitute. You know that, if you considered that payment by results was in itself a system which was so perfect as not to be capable of improvement it would not be necessary for us to go further. Here is a very important passage of Sir Joshua Fitch. He refers to "the association between individual examinations and a wrong and discredited mode of distributing public money." You see, the distribution of public money upon the results of an individual examination is described by Sir Joshua as "wrong" and "discredited." I do not suppose you would go so far as that?—Well, I have not seen such evil arise from it, but I can see the defects in theory.

5455. But to a thoroughly conscientious lady like you, who would take care that your assistant teachers carried out your views, that objection would not apply; I quite agree in that; is it not so?—Quite so. My teachers are most conscientious, and repudiate teaching for results.

5456. You do not understand me as making the slightest suggestion that they do; I am quite certain that both you and your teachers are entirely above that; but were you on this Commission you would recognise that we must so frame our rules as to secure efficient teaching not only in the great institution of Victoria College and other colleges like that, but also in many much smaller schools in which possibly the teachers may not be so conscientious. You observe that?—Yes.

5457. We have to deal under the present Act of Parliament with small schools in remote country districts—I will come afterwards to your recommendation in reference to that—but you will observe that a system that depends entirely upon the assumed conscientiousness of everyone engaged in teaching in a school cannot be a good one?—Do you know, when I was a school-girl I was brought up under a system in which there was a great deal of espionage, and I revolted very much against it; when I began to teach I began to trust the girls, and I find it to do very well.

5458. That is the general view of all of us now; but you know, when you are paying teachers you cannot depend entirely upon their own statement without a test of some sort. You would not think it an ideal system in which the test was one in which the pecuniary interest of the teacher might be in one direction and the duty of the teacher in another direction?—Well, it is very hard to resist money, I suppose.

5459. It is very hard, and therefore the system should not be such as to place in antagonism the pecuniary interest of an unconscientious teacher and his duty towards his pupils?—I think you will have difficulties in any other system greater than those in the present.

5460. That will be discussed when we come to consider the other systems. Here is another quotation from Sir Joshua, he is very instructive upon this subject. "Connection of the results of such examination with the award of a money payment and often with the amount of a teacher's salary introduced a disturbing mercenary element into his calculations, and sometimes tempted him to adopt measures designed too consciously rather with a view to obtain the maximum grant than to subserve the best interests of the scholars." I am happy to say that that has not been your experience?—It has not.

5461. But you observe that it is the experience of Sir Joshua?—Yes.

5462. Now in reference to the matters that can be tested by examination. With your great experience, Mrs Byers, of course you see plainly and have always worked towards it, that the true end of education is not to pass an examination?—No, certainly not.

5463. It is to develop and draw out the faculties of the child?—Certainly.

5464. It is not the acquisition of knowledge so much as the development of the faculties?—I quite agree with that.

5465. Of course knowledge is acquired, but the primary object is to develop the faculties?—Yes.

5466. Now I shall read a passage from a very late government publication. It is a preface to a paper by Mr. Sadler, in "Special Reports on Educational Subjects," vol. 3, page 83, and is a quotation from a German professor, from one of Professor Paulsen's works. "The really essential matter in education is the teacher's love for his work and sympathy with his pupils. This it is which awakens life and power in their minds. Schemes of study cannot do this; curriculum and method cannot do it; the most perfect method, the finest and most inspiring subject-matter are dead things in themselves. Still less can State supervision or control accomplish it. It is the personality of the teacher that does it. It is the teacher, inspired by his work, who knows how to awaken in the human mind the innate desire for whatsoever is

true and good and fair. But in order that this may happen the first condition is liberty. Freedom and spontaneity are the essence of spiritual life. Freedom therefore is the breath of life of the school. Without it neither teaching nor learning can prosper." You recognise all that as absolutely correct, do you not?—I do.

5467. Now we have been told by some of our witnesses that they considered that the liberty and individuality of the teacher, which to my mind is essential to true education, is fettered by our programme?—Yes.

5468. And that it would be better that each school should frame its own programme, subject to the approval of the Board, and that that programme so framed should be the basis of the studies in the school. What do you think of that?—I have often thought that any subject well taught by a good man or woman of high moral tone, enthusiastically taught, is educating, and I think that there should be more liberty in the Board in that respect.

5469. That the Board should give more liberty?—Yes, that the Board should give more liberty. For example, to illustrate what I mean. I think perhaps natural science is crushed out. There may be a man or a woman who teaches natural science, who has a finely equipped school for that subject, and I think they ought to be developed in that way. Some will develop in classics according to the ability and power of the teacher, and some will develop in modern languages, and there will be other subjects. But I do think that there should be more liberty in that way, and that the subjects should somehow be more evenly graded as regards marking, to encourage the individualities of the teachers.

5470. Certainly, the individualities of the principals of colleges?—Yes.

5471. That there should be a greater latitude in the choice of subjects?—Yes.

5472. Very well. I come now to the subjects themselves. Are you of opinion that there ought to be a greater latitude in the methods of teaching which would allow the students to pass the test?—I think so.

5473. You have spent all your life in studying the best methods of teaching? I think we have very great latitude in teaching. I was putting this question to one of my most efficient and able teachers, and yesterday I got this from her: "I fail to see why results fees should be deemed a personal matter with the teacher. In all the years I have taught Intermediate students I have not thought of them any more than I have considered school fees."

5474. I am perfectly certain that she has not?—"I think it is degrading to teach subjects merely for their money value, as represented by money, as it would be to compel a student to work for the exhibitions and prizes." I think that would be degrading your system; you mean to ask me, is it wooden.

5475. I mean the tendency of our system, not the actual result, because I am perfectly certain that no one in Victoria College would degrade themselves by having such aims. But there is no doubt that our system has a tendency to tempt an unconscientious teacher to select the subjects that pay best. What do you think?—People love money, and they very often require money, and in this poor country in order to succeed educationally we must have money.

5476. Yes, and the generality of teachers will do the thing that will bring in money?—Yes, and the generality of people will do the same, and people educate their children for that object.

5477. I am not putting myself above mankind at all; I daresay I do the same thing myself?—But I think it is a wrong spirit in a teacher. It would be very important if the Board could come into contact with the teachers all over the country. I really am proud of our Intermediate teachers so far as I know them, and I think that if there was more touch between the Intermediate Board and the teachers all over the country it would be a great boon.

5478. You know that as a general rule the subjects of Latin and Greek are taken up a great deal more than the scientific subjects, natural philosophy and chemistry. 1,200 marks for Greek, 1200 for Latin, and 500 for natural philosophy and chemistry?—And 700 for German and French.

5479. To take up the subjects that pay best is the tendency of the human mind, is it not?—I suppose it is.

5480. Naturally?—I always felt the education of women was in such a very poor state in this country that we had better not dictate, but adapt ourselves as best we could to the system men adopted as best for education.

5481. You must take the situation as it is?—Yes, you often hear women say that subjects are taught in the interests of university teaching, but I say men consider these subjects the most educating, and we must try to adapt ourselves to them; and I think that adaptability is a very great thing to either men or women.

5482. But do you not observe that there is a difference between choosing certain subjects because they are best for education and choosing them because they pay best?—Yes, but the two things should harmonise. If you consider that the subjects are the best for education and if we are to educate should not they be paid the best?

5483. But take the son of a farmer of, say, twenty acres, would you teach him Greek instead of the elements of natural philosophy?—I think the farmers' sons have done very well in the North of Ireland, I must say that of them; and a good many of them have risen to good positions.

5484. Have you not known a good number that have gone through a part of this system, that is, the Junior Grade, and have not raised their positions?—I think the farmers and the northern people have a great deal of common sense, and I do think the Intermediate system has helped them to turn aside if they found they were not doing very well, and has enabled them to see who should go to the university and who should not.

5485. But surely not one tithe of the Intermediate students in the North of Ireland go to the University?—Certainly not.

5486. A number of them go to positions in commercial life, do they not?—Yes.

5487. Do you not think it would be a good thing if our courses were framed in such a way as to fit such as those who had that destination for commercial life?—I think the people are beginning to think, and I hope that this Commission will educate them a little more, to know that education is not a bad thing for a boy going into business. That used to be held twenty or thirty years ago, but it was an ignorant idea. Just recently I met with an uneducated business man, but a man of very shrewd sense, and I was talking to him about boys going into business early, and he said: "We have some who know arithmetic coming in from the sixth class in a National school, and they go messages and they do very well for two years, but they do not rise afterwards; but the educated boy, who is thoroughly educated, rises after two years." I think if you could do anything to keep boys a little longer at school it would be a great improvement.

5488. I wish you could give us any recipe for that, because the generality of the students under our system leave before they are sixteen?—That is a pity. This common idea prevails, that a boy is rather unfitted for business if he is highly educated. It is a wrong idea in my opinion.

5489. I quite agree with you, but is not the opinion this, that the education which is tested by this Board rather unfits him for business?—I do not know. I think there is a feeling against education. They think there is nothing needed perhaps but arithmetic.

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5490. This Act has been in operation for twenty years, and that opinion still is very prevalent?—But your numbers have increased.

5491. Our numbers have largely increased. Is that feeling generally prevalent still?—I think if your Board had more touch with the country it would be better. An American lady was telling me about two ladies who went to visit a large shop in Paris and they were charmed with the way everyone was working, but there was a little man who went here and there, from one counter to another, and one of the ladies said, "This little man is doing nothing," but this little man was remedying all the mistakes. Now, I think, if you had someone like that, someone to go about and find out whether these detects were real or not it would be a great improvement.

5492. That the defects exist I am afraid there is no doubt, but how we can remedy them is another thing?—Yes.

5493. I shall pass from the exercise of the teachers' choice of subjects, and come to a matter which individually I consider even more important, viz., the mode of teaching the subject as distinct from the subject itself?—Yes.

5494. You know that in education much importance must be attached to that?—Well, I do not think I have inquired into that very particularly recently, and all my teachers insist that they do not teach for marks.

5495. I agree thoroughly, but you will observe that I am not asking what your teachers do. This is not an inquiry into the success of Victoria College, which has been very great, but it is an inquiry into the effects of the system generally, which, to a certain extent, we must judge by the tendencies of the system?—Do you not think I must answer for myself, and my experience is over a certain ground; and then another witness will give his experience, and then you must judge from both.

5496. Then your liberty as to the mode of teaching has not been at all curtailed?—No.

5497. Therefore your opinion is, that the system of payment by results as it exists at present ought to continue; do I understand that?—I cannot suggest another system which would meet the circumstances of this country, which differ from most other countries that I know; but I should be very glad if you could.

5498. We must analyse it a little. It is in order to enable us to do that that we have the pleasure of your attendance here to-day, and therefore we must analyse it a little. I shall come back to the circumstances of the country, which is a factor that must be taken into consideration always. Take it first as an abstract question, from an educational point of view: do you think that this mode of determining the amount of endowment to a school is a good one?—Well, I cannot suggest another that is better; that is my ground; I cannot suggest another that is better in the state of the country.

5499. In the circumstances of the country?—In the circumstances of the country; I am really sorry I cannot.

5500. But supposing we were living in a halcyon time that we shall never reach, in which we are all of the same view, all of the same religion, all of the same politics, is this exactly the system that you would then adopt?—We are not here in the condition of the Prussians; we are not so ready to obey; we are all possibly ready to criticise.

5501. I do not much approve of the Prussian system; I think that in Prussia the State attempts too much control over the schools, but that is a question that does not enter into this?—I think that as much liberty as you could give us would be good.

5502. I am trying to give you a great deal of liberty, but I may not be able to do it. I know you are very logical?—No, I am afraid not.

5503. The State desires to pay for efficient teaching; in order to do that, the efficiency of the teaching must be proved, and the number of pupils that obtain the benefit of that efficient teaching ascertained. Logically, do you not think it would be better to ascertain the efficiency of the teaching directly rather than by a mode that takes in another factor, that takes in, first, the knowledge of the pupil who is taught, and secondly, his individuality?—You mean by inspection?

5504. I do; I mean by inspection of the mode of teaching?—Well, then, you know, if we had not a payment, if we had not an endowment——

5505. I propose to pay by capitation; if your teaching should prove efficient I propose to pay you by capitation upon every pupil you teach?—I think you will have greater abuses of that system, if you have abuses of the other of which I am not personally cognisant.

5506. Do you think we can have any system without abuses?—There will be abuses of that. Teachers would know far more readily the idiosyncrasies and peculiarities of an inspector in personal touch with them. Irish people have a great knowledge of human nature, and I suppose Irish teachers are not behind other people. One inspector will go on one line and another inspector will go on another line, and we shall all try, if we are not very careful, to meet those peculiarities. I am afraid that will be more difficult.

5507. Are examiners so perfect that they have no idiosyncrasies?—Oh, they have idiosyncrasies, but I think you could correct them more readily; but if a system of inspectors were adopted I should feel very sorry to write to you about some very agreeable, gentlemanly man, who was an inspector, who had some crank or quirk that was really very painful and very hurtful to me and to my results fees. What should I do in such a case?

5508. What would you do? According to my view you would have two inspectors, and if you bring in the question of religion let them be of different religions, and then have an appeal to the Board. I suppose that would be the most awful thing of all?—Certainly, it would.

5509. But when you speak about the "circumstances of the country" is not the religious element the element you refer to?—Yes, I think it would be very dreadful to have two inspectors coming in that way. Then we would have some one saying we must have a lady inspector, and then you would have three. Would not that be more demoralising than the other?

5510. I am very glad to obtain from you such an eulogy upon our system, but, as I have told you, I desire to ascertain your views, not to induce you to change them—do you think really in a truly educational point of view, putting out of consideration the unfortunate circumstances of this country, this examination is a better mode of paying teachers than a system of inspection?—Well, I think a system of inspection will be just subject to the same abuses. I am very slow to try experiments on Ireland; I would like to see them tried somewhere else. We have a great many experiments tried here.

5511. *Fiat experimentum in corpore vili*?—I should like to see it tried elsewhere.

5512. I cannot pretend to be very young myself. But I shall pass from that and go to some other matters. I suppose there is no doubt that *viva voce* questioning is absolutely essential in modern languages?—Oh, *viva voce* examination is very important

5513. Do you think that you can really test the knowledge of a young lady in either French or German without *viva voce* questioning?—I think it is very important in French and German and modern languages.

5514. And in chemistry and natural philosophy—of course you cannot teach those subjects at all except

in a laboratory, or test them except in a laboratory; therefore do you not think there ought to be some test there?—Yes.

5515. Do you not think that the results of that test ought to be taken into consideration in the competition between young ladies who are competing for exhibitions?—Yes, if you can do it fairly. No one impugns the fairness of your system at present; it almost works like a machine. You think that that is a failing, and so it is in a sense.

5516. No doubt it is a failing in a sense?—But the people trust it.

5517. I know; but if you have an imperfect system and the people trust it, is it not calculated to give them wrong ideas. I suppose a Fellowship in Trinity College is quite as great a prize as can be obtained in our system, and the result of a Fellowship examination in Trinity College may entirely depend on the answering in a *viva voce* examination. Now, as between two of your young ladies that were equal in all subjects in which they presented themselves with the exception of French and German—if one of them knew how to speak both languages thoroughly and the other had no more than a book knowledge of them and was unable to pronounce a word—would it not be a dreadful thing that a few additional marks in the written examination would cause the young lady that could not pronounce a syllable to beat the student who was perfect in her pronunciation of both languages?—I think it is very important to test the pronunciation of classes; but, of course, different examiners have different tastes about the speaking of a language, and there the difficulty comes in again.

5518. Do you mean the mode that has been adopted during the last couple of years of asking them how they pronounce a particular word—asking them by a question on the written paper?—That is no use.

5519. That is shocking; is it not?—That is no use.

5520. That must have been resorted to in despair?—Someone might go down and see how the classes were taught, and report to you, and give a sympathetic warning, perhaps, in remote places where they had not great advantages, but I would deal very gently with them.

5521. I quite agree with you in that. But do you think that the differences between students in matters that can be tested only by *viva voce* examination should be taken into consideration in determining the exhibitions?—Personally I should have no objection to it.

5522. Would you prefer it if it could be done?—I think it would be very difficult in this country.

5523. From an educational point of view there can be no doubt about it at all, can there?—In living languages.

5524. Am I not right in saying that the matters can be tested at the examinations upon which the exhibitions will depend will be the matters which, no matter what you do, will be attended to by your pupils in the first instance?—Would you have the examiners sent down to each school, or would you call up the candidates to one centre, as personally from my experience I do not like at all coming up here to-day to be orally examined: my present experience excites my sympathy.

5425. As you ask me, I may say that I have a great difficulty in bringing up the successful students to some four or five common centres in Ireland. I think you would object to your students being so sent up?—It would be very trying to them at the Intermediate age.

5526. And therefore my view is that any testing of the students as to pronunciation should be a testing at the schools?—Yes.

5527. But I confess that I think that we must try to devise some mode of taking the results of it into consideration in the competitive examination?—For rewards?

5528. For rewards. I do not see how else true education can be encouraged. Now we shall pass from that, and I come to the last thing that I shall ask you about—a very remarkable recommendation in the paper you have been good enough to send to us. You object to small schools?—I think the small schools have been of great benefit in country districts. What I had before my mind specially when that was written was cases of this kind: I know several country towns in which the existing ladies' schools are doing most excellent work. There is one school perhaps of about fifty scholars; well, you give them results fees, and they are helped by your results fees. But suppose there is someone with local influence—the father dies, and the mother has two or three daughters well educated and they go and start another school; the town is not able to support the two, though you will give help to whoever sends in pupils. Well, that is my difficulty, that I think one school might be doing very good work in a country town, but if another school is started beside it it destroys the efficiency of both.

5529. Do you assume that both schools are efficient schools, or that one is efficient and the other is not?—No; you make them inefficient. I assume that the first is efficient, but someone comes in and starts another.

5530. And the result is that both are inefficient?—Well, both are underpaid, and have too few pupils; there are not enough pupils for both.

5531. My reply to the case you put is, that if both the schools are efficient schools, they really work in the interests of better education?—How can they be efficient with their very small numbers of pupils?

5532. Then we will take it that they are not efficient?—They are made inefficient if you start the second school.

5533. Then your proposition is, that the Board should be allowed to limit or increase the number of schools in any community?—That it should take into account the state of education in that town, and how the school has been doing its work, and it should have power not to start another if the first was doing honest work.

5534. Do you propose that we should get an amendment of the Act of Parliament to give us that power?—I really did not know that you would have to get power.

5535. Do you not think that it would be tyranny that the Board should prevent any teacher in Ireland exercising his ability?—I thought you should try to help the heads of schools in country places that were doing good work; I did not know that you would have to get an Act of Parliament.

5536. Supposing now that we had the power to limit or increase the number of schools in any community—if we should issue an ukase to morrow that the schools of Belfast should be reduced by one-third; surely it would be absolute tyranny?—Is there not that power in the National Board—that there shall not be a school raised in any locality unless the Board think it is wanted; and is that considered tyranny, may I ask?

5537. There is that power?—I was told so the other day—I wanted to get a school established in a certain locality, and someone said, "Oh, it is within a few perches of the existing school," and if we have 100 pupils, and a new school is set up, it would draw the pupils away from that school—I never thought that that was tyranny. I thought you had some reason for making the rule.

5538. I believe there is no rule from which a greater number of exceptions are made in the National Board. I hope you succeeded in getting your school?—I have not tried yet, but I hope to.

5539. At all events, you think we should limit the small schools?—I think that in country places you should not allow anybody to start without seeing that another school was really needed, if the already existing school is doing good work.

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5540. But what we should aim at is large schools, and not small schools?—I think small schools have been a great benefit; though in a small school of fifty in a country place, they have every age that I have.

5541. I mean schools very much smaller than schools with 50 pupils. We should have no education throughout the great breadth of the country unless we paid results fees to schools with 25, 15, or 10 scholars?—That is the great merit of the system if there is only room for a school of 25; but I say that unless there is very great need you should not allow another school to be started beside it. That is my opinion, but I may be wrong.

5542. Mr. Justice MADDEN.—I gather as the general result of your evidence that you regard a system of public examination of students as affording a fair test of the efficiency of Intermediate teaching?—I do.

5543. Perhaps you would not be disposed to apply to it either the adjective "ideal" or "heaven-born," but you prefer it to any substitute that has yet been suggested to you?—I am very inexperienced, and I do not see how the others would work; I see great objections to them, and I think that we have been experimented upon so much that I should like to wait and see first how it works in some other place.

5544. You think that, on the whole, the experiment that was tried in 1878—I mean the institution of the Intermediate system—has been a successful one?—Most successful as regards girls' schools. I only speak of them, of course, as I have no experience of the others.

5545. What we value chiefly is your individual experience of the working of the system in your own school, though we are glad, of course, to have your opinion upon educational questions generally. But you yourself, in your experience of its working, have not found it lead to the disastrous results that have been suggested by others—you have not found it lead, according to your evidence, to undue interference with your own liberty of action in regard to modes of teaching?—No.

5546. Or to a vicious system of cram especially for examinations?—No. I have heard a great deal of that. The heavy memorising is a serious objection; it takes so much time in the evenings. I think you could correct that.

5547. That defect is not inherent in the system?—No; I think it is in the administration of the system.

5548. In the mode in which the examinations have hitherto been conducted?—In the mode in which the examinations have hitherto been conducted, and of course there would always be a pressure where pupils work for an examination.

5549. Over-pressure you have referred to as one of the results which are to be deprecated?—Yes.

5550. But even under a system of inspection you would still have competition for exhibitions and prizes?—You would still have competition for exhibitions and prizes, and you would still have abuses, and if there was money they would exist there too.

5551. On the question of over-pressure. I suppose that over-pressure, where it does exist, is found to exist chiefly among the competitors for exhibitions and prizes?—Yes.

5552. That element would still be found in a system of inspection?—I fear so. You have minimised that by allowing girls to compete among themselves for money.

5553. The system of payment by results fees has been described in a passage that was read to you as "wrong" and "discredited." I am not going to ask you any questions in detail about systems that have existed in England or on the Continent; but are you aware that the system has ever been tried under circumstances similar to our Irish circumstances, or are the circumstances under which it has been tried and found to be "wrong" and therefore "discredited" totally different circumstances from those with which we have to deal—for instance, the payment for primary education and the distribution of a certain amount of money for the encouragement of science and art. Does it occur to your mind that a different system might fairly be adopted in those cases and in the case with which we have to deal—that is, the distribution of a limited sum of public money among Intermediate schools in Ireland of very varied efficiency in proportion to the merits of their teaching?—I think that that is the difficulty with which we have to deal, and that is what makes it so very difficult to have inspection as a substitute. Inspection as supplementary may be very good, but that is what makes the difficulty I think, the varying efficiency, and views of inspection.

5554. But you quite recognize that our difficulties are of quite a different kind from those with which educationists have had to deal in regard to primary education and science and art?—Yes.

5555. I will not take you further into those matters; I am far from minimising the importance of the experience of educationists elsewhere, yet, after all, the most important experience is the experience of our own system and of our own difficulties?—And of what would suit our own people.

5556. Quite apart from the special circumstances of this country, and what has been termed the religious difficulty, I think you recognise that there are inherent objections to payment of managers based on a system of inspection. You mention one, that the individuality and idiosyncrasies of the inspector come into play very largely in the practical working of such a system; is it not so?—I think so, very much, and also the difference between inspectors. One inspector is so much harder than another, more difficult to please, has a different standard.

5557. There are differences no doubt between examiners, but those may be minimised?—You can appeal at once if you feel anything is wrong, and the Board is very courteous.

5558. Have you thought of the establishment of a permanent Board of Examiners for the purpose of graduating examination papers and controlling the system of examination?—I think that would be most important. I remember we sent in a number of candidates to the College of Preceptors, over-age candidates, those young people that the Chief Baron thinks ought to come into the Intermediate, for whom we do the best we can. I wanted some change and I spoke to the gentlemen at the office and they referred me to the Dean, who is Dr. Eve, headmaster of University College, and he interviewed me about the papers. What did I think about the College of Preceptors? what did we think about them in Ireland? he talked with me for a very long time about them, and how they were graded? and how did they suit? and about the difficulty, and I afterwards found that every paper—he being a practical educationist—passed under review before him before it was printed. That is a great labour, but it is a great benefit. You see, he is a practical educator.

5559. It was suggested to you that the manager of a school who has to give efficient teaching to a large number of pupils should be paid for all the pupils. Now, does this make any difference to the managers of the school, provided they get the proper share under an efficient system of differentiation between the different schools in Ireland? Does the mode and the distribution of that sum, whether by capitation upon all the students, or by payment upon results, affect the purse of the managers, provided the proportion of our limited endowment to which they are entitled is paid to the school? Separate that in your mind from the educational value of the test — simply on the question of fair play to the manager of the school, is it not the same to the manager of a school whether the sum—call it £300—earned by

the school is calculated in the one way or the other?—It has always seemed so to me, but, I know some people feel very deeply about results fees. You know the clergy in our own church are paid by the more wealthy members, the poor people do not pay much, and are allowed in; I do not see why the teaching power in the schools should not be taxed in the same way; the clergyman does not think it unfair.

5560. His income is the same, whether it be £500 paid by five members or £500 paid by 500 members?—Yes.

5561. There is a practical question which is exercising my mind, and I am sure the minds of other members of the Commission. It has been suggested that there should be separate examinations for pass and for honour students. That is an attractive suggestion, but there are some difficulties in the way, and I would like to have the benefit of your practical experience in regard to one of them. It has been suggested that this would necessitate the formation of separate classes, a pass class and an honour class in each grade. If it had that effect, it would be a disastrous result. At present, the students are examined with a view to answering one and the same paper; the examination separates them into pass and honour students. The suggestion is, that a student presenting himself for examination should declare himself either as a pass student or as an honour student; if a pass student, he will answer a somewhat easier paper; if an honour student, he will apply himself to a more difficult paper. Have you considered the practical operation, upon the internal management of a school, of that separation?—I think it would be very disastrous to small schools.

5562. That is the suggestion?—Yes; and I think also that it would be very trying; children would not know altogether at that age which paper they should go in for; then the teacher would have to advise, and sometimes the teacher might get great blame if the child failed by reason of being obliged to take an honour paper; there would be reflections. I think the paper should be divided into a number of pass questions and a number of honour questions.

5563. That there should be pass and honour questions on the same paper, and the pass questions might come first, and that it should be the duty of the permanent Board of Examiners to see that the papers were framed on that basis?—I think so.

5564. You would prefer that, I gather, to the separation of the papers?—Yes, for pupils so young. When they go to the university even there they find some difficulty.

5565. The establishment of various courses has been suggested here. With reference to boys, recognising that they cannot all avail themselves of the higher form of education, it has been suggested that there should be a modern course, and that there should be also a scientific course. Have you considered that suggestion in regard to girls?—I think it would complicate the classes very much for the four grades, if you continue them.

5566. Have you considered it especially in regard to the higher education of girls?—I really do not think that is very important in regard to girls.

5567. O'Conor Don.—Have you at all considered whether the amount given in exhibitions is too high, or the amount that you would like to see?—We think sometimes that when a very young pupil receives £20, the girl or boy perhaps gets rather an undue estimate of life; they think that money comes very easily, and sometimes they are very disappointed in later years. I think smaller exhibitions, especially in the lower grades, would be preferable.

5568. Smaller amounts?—And more distributed.

5569. Would you attach any conditions to the holding of these exhibitions?—Yes.

5570. You are aware that it has been suggested that they should be given on the condition of the education being continued—in fact, in aid of the continuation of such education?—I think they generally do continue the education; if they were limited to that it might do no harm, but I think they are generally used in that way, so far as my experience goes.

5571. You would not make that a condition of holding them?—Well, I do not know. I think it might be very well to do so, but I have not thought much about it.

5572. Rev. Dr. Todd Martin.—You have submitted your pupils to examinations voluntarily, I think—to examinations that brought no results to the school?—I have—yes.

5573. So that you have no objection to an external written examination in itself?—None whatever; I want it.

5574. Now do you think that it fairly tests the general work of the school to submit but one-third of the pupils to such an examination?—I think so, if you mean educationally, because we send these same over-age girls, whom the Chief Baron is so properly anxious about, into the university, and they never come out as our best girls in the Intermediate do.

5575. That is, the Intermediate girls beat them at the university?—They do, and in after-life my experience follows them, and I think all my teachers would support me in saying that they do in practical life afterwards—they do credit to their training.

5576. What I was thinking of was this—whether taking a school like yours, the examination of the proportion of pupils that you send in for our examination is a fair test of the general teaching of the school?—I think it is.

5577. So that if you take the teaching of the pupils that are not sent in, it gives the State a fair guarantee that that work is well done?—Certainly; I think it does as well as you can do it.

5578. Now, in regard to payment by capitation, might there not be a danger if you paid by capitation that you would pay a school for the inferior and not for the best work?—Is not that certain to come of it?

5579. And do you think that is advisable in the interests of education?—I think you will have apathy instead of earnestness.

5580. If the one system tends to too much earnestness?—The other would tend to too much apathy.

5581. And that on the part of pupils as well as of the teachers?—Yes; more on the part of the pupils perhaps than of the teachers.

5582. Sir Joshua Fitch thinks that no examination can test the best work of the teacher. We quite agree in that view. Do you think that either examination or inspection would test the best work of the teacher?—No.

5583. You think that the after-life of the students is the real test?—The after-life of the students is the real test.

5584. In regard to the unconscientious teacher, do you think there is any mode of distributing public money that will not tempt unscrupulous people?—I certainly think not: I think you will have objections to any system; you can form no perfect system.

5585. I suppose it is very hard to make evil-minded people believe that duty and interest perfectly coincide?—Yes, it is hard to make the best people believe that.

5586. There was a question put to you by Mr Justice Madden which, as far as it seemed to me, you did not make in your answer clear—that is, as to the difference between results in an elementary school and results paid on the general examination of Intermediate schools. In the elementary schools the results were paid on the individual pupil examined in the school by the Inspector?—That is what I meant.

5587. And you think that the "discrediting" of that mode of paying the elementary teacher is not

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quite parallel with the discrediting of a general examination conducted as ours are?—That is exactly my point; you have stated it clearly.

5588. Mr. Justice MADDEN.—And also, as a matter of fact, that there has been no discrediting of the application of the results system to the distribution of a State grant in aid of secondary education anywhere in the United Kingdom that you are aware of?—No.

5589. Rev. Dr. TODD MARTIN. — Of course we cannot suppose a result system that does not imply paying for the work done in the instruction of a pupil; in that sense all payments are by results, I suppose?—Yes.

5590. So that when you judge of a system of payment by results you must take in all that concerns the testing and organisation as well as the simple fact that the payment is for instruction given?—Yes.

5591. Your experience now of the Irish system, as I gather from your evidence, is that on the whole it works fairly well?—That is my experience.

5592. And that such evils as have arisen in experience might be largely mitigated under the present system?—Yes.

5593. By more careful attention to the examinations and such like?—And hearty co-operation from the parents of the children that there should be no pressure at any time. But under any system that co-operation would be required where there was money given.

5594. You are distinctly in favour of maintaining the present relation of boys and girls in the system?—Yes, I am.

5595. Supposing there was established a modern side over against what might be called more distinctly the Intermediate side, would you be prepared to work both in your school, or would you select one or other?—We should adapt ourselves to anything, I suppose, but of course it would make the work infinitely more difficult.

5596. I want to get at this fact: you still wish to send in pupils on the present course?—Oh, certainly, on the present course.

5597. That would meet the necessities of one class in your school?—Yes.

5598. Then if there were a modern grouping of subjects, where the marking relatively would be different—I mean where the subjects taught would be marked differently from the present marking—would you in that case send in your girls in that special course?—We have not had any outcry for any course of that sort; we have not had any expressed wish for it.

5599. Many of your girls go to practical avocations?—Yes.

5600. Does the system at present pursued, as far as you have observed, fairly suit them for that kind of work?—Yes. I pointed that out, that for practical life they are exceedingly well prepared. It does not take away any practical power; is that what you mean?

5601. No; I wanted to ascertain this:—It suits very well evidently the university examinations and the preparation of teachers for their avocation, but the question I want to ask you is this—does it fairly well suit the girls that do not mean to be university students or teachers, who go to homes or to business?—Certainly, it does.

5602. You have had no difficulty in meeting the needs of these girls, and you do not think their future was injured in any way by the fact that they were put through the Intermediate?—No, certainly not; quite the opposite.

5603. Now, another matter. Do you think that the testing of instruction by examination is essentially hostile to good teaching?—Certainly not. The best schools, the best pre-Intermediate schools, are the best schools now, and others have risen to that standard, while you have produced good schools where there were none before; but the best schools, the schools that were acknowledged as the best, stand the test all over the country.

5604. One might answer that perhaps, by saying they have been injured in the process of change to adapt themselves to our requirements?—I cannot say that.

5605. In regard to the development of the faculties which I quite agree is the main purpose in teaching, is there anything essential in a system of examinations to interfere with the work of the teacher?—No; my teachers tell me not, everywhere the best teachers tell me so—that they continue to teach just as they taught before, except that they are very anxious to get through the course; probably it gives them a push in that direction.

5606. Now in relation to the—I do not know how to describe these faculties—more manly faculties, over against the teaching of what was specially the work of the ladies' schools that you refer to before the Intermediate—that is, training in the more ornamental subjects—do you think that the development of the intellectual faculties has tended at all to make the cultivation of those feminine qualities less?—No, I do not think that knowledge and the cultivation of the faculties tend to put a woman in an inferior position, or to make her over-estimate herself or to make her unfeminine.

5607. Suppose you take music. Do you think that music is worse taught to-day in the girls' schools of Ireland than it was twenty-five years ago?—No; I think it is infinitely better.

5608. Suppose you take art, so far as it is taught, drawing and painting?—Drawing and painting—drawing is infinitely better taught now than it used to be. In my young days girls were accustomed to make a little drawing and hang it up in their drawing-room, but it was a dreadful thing and had no art whatever in it; that would not be tolerated now.

5609. And the appreciation of colour?—Oh, yes; it has immensely improved.

5610. You think that the greater activity now found in girls' schools in certain directions has encouraged like activity on the other side?—I do, and many of our best Intermediate girls, because of the training of their faculties, are best in musical examinations, and that is one reason, because they have to give a great deal of time to their music, that I want them to compete among themselves for whatever money you give. I think the more refining arts are not neglected, but of course a girl who is not musical is not driven to learn music as she used to be. She used to have to learn the piano whether she liked it or not; now she does not.

5611. Dr. BARKLEY.—You notice that one of the defects of our system, as it stands at present, is that too great a burden is imposed upon the memory, and with reference to that you refer to the poetical works prescribed for the English examination. Can you tell me when the idea arose, and how it arose, that it was expected that these books should be learnt off by heart?—Such minute questions are asked, that of course the child says—"I do not know what I shall be asked, therefore I must learn all this," and so she overstrains if she is not very carefully watched; she takes too much time to that subject. And the books, I think, are very often not carefully selected; they are not interesting books that she finds easy to learn.

5612. If it is from the minuteness of the questions asked, would not that apply equally to the prose books?—You know you have not to memorise a number of books; you have to study them. Questions from notes and unimportant questions that do not affect principles should be avoided. Do you not think so?

5613. But no notes are prescribed in the programme I think?—No, but sometimes such questions are asked. Of course people who draw up the books, I suppose, in

some cases insert the notes because they think they supply the material for answering questions that are likely to be asked.

5614. The impression seems to be very common at present that books of poetry are to be got off by heart. Is there any reason why that should prevail to the extent it does?—The child feels that she will get very few marks if she is unable to answer—to give the poetry which she is asked for. She wants to do every thing thoroughly.

5615. I do not think I have seen more than one question on any paper involving a quotation of a poetical passage?—The book is given, and so the girl thinks she must memorise it.

5616. Does she think it necessary to memorise the Greek and Latin books?—She has only to translate, which is rather different. They do memorise the other, and they think it is necessary.

5617. Mr. Justice MADDEN.—Sometimes they memorise not the book itself, but the translation?—I have heard that stated. Some people talk about memorising 300 recipes in cookery. Well, I do not think that is ever done with us. I am told that some girls memorise 300 recipes, and it must be a most wonderful hodge-podge after that; but I think it is absurd to ask for these recipes. A child in her conscientiousness thinks she must learn them, and I would certainly prohibit such a thing in the programme.

5618. Dr. BARKLEY.—Is it to the nature of the programme, or to the way in which the examinations are conducted, that you attribute the amount of memory work that is supposed to be done?—I think that some of the examiners do in their examination papers set too much of what may be called memory work, and the programme has some influence too. I think it is very absurd to ask a student to memorise 300 recipes.

5619. I suppose they would be learnt simply for the purpose of passing the examination, and that they would be forgotten the next day?—I do not think they can be really learnt.

5620. We have heard of the gradual rise in the difficulty of the examination. Does that gradual rise occur all round, or is it more noticeable in certain subjects than in others?—Well, I take the Preparatory Grade. My teachers tell me that it is generally as severe as the Junior Intermediate used to be, and in the different subjects you have considerable variation in the standard. One year there will be a very difficult paper, let us say, in Latin or in Mathematics, and a very easy paper in French and German. This gives the French and German candidate a great advantage that year—or the English candidate, or whatever the case may be. I think there is a general rise on all the papers. That is a general charge against any examining course where the examiner does not come in contact with the mind of the pupil.

5621. We have been told by an experienced examiner that he does not consider there has been any rise in the papers in Latin and Greek—that they have been carefully kept to much the same standard from the first?—I think the Latin and Greek papers are generally better than the others; I have heard my teachers say so.

5622. But if the Preparatory in Latin is as difficult as the Junior was a few years ago, that would seem to show that there must have been some rise, because the Junior would naturally be somewhat more difficult than the Preparatory?—Yes, it would be. The Preparatory Grade, I think, is altogether too high—too difficult.

5623. There have been various proposals in reference to the Preparatory Grade; some suggest that it should be abolished altogether, others propose that there should be no competition in the Preparatory Grade, but that the examination should be retained. What is your opinion about that?—I thought the Preparatory Grade was instituted to get the children into the schools at an earlier age; I thought you instituted it for that purpose, and I do not know whether it has succeeded. It has not made much change with us, but I think in the Preparatory Grade there should not be much competition: if it is kept at the same age as it is now I think there should be no competition, but I suggested that the Preparatory Grade should be raised a year—that the four grades should come in four successive years.

5624. You know that until the Preparatory Grade was instituted the age for the Junior Grade included the years from 12 to 16?—Yes.

5625. That, no doubt, was one reason for instituting the Preparatory Grade—that it enabled the younger children to be separated off instead of having to go in against children who had been in the examination two or three times before?—Yes, I think that competing in the same grade in successive years is not good.

5626. How does it operate under the present system, in which they cannot go in more than two years in the Junior Grade and cannot go in more than one year in the Middle and Senior Grades?—I think it would be better to allow two years in the higher grades, where the examinations are more difficult.

5627. It has been suggested that liberty might be given to take the two years in any one grade?—That would give more liberty; sometimes you find that it would be very good for a girl to wait a year.

5628. With reference to English composition, you say you think too much importance is attached to it in the Preparatory and Junior Grades?—Yes.

5629. Is it not a very important thing that children should be able to express their ideas on paper from an early age?—Very important, indeed; but the subjects should be very carefully chosen for little children, and should not be abstruse; and I think children at that age cannot be expected to write difficult compositions. That is a point in which the Intermediate system has introduced an immense change in the education of girls; they write now so much better than they used to do.

5630. It would be a great mistake to expect them to write like finished authors, but is it not well that they should be able to express their ideas with correctness?—Yes, that is most desirable.

5631. We have been told that at one period of the history of the system domestic economy was substituted for physiology, and that that was a change for the worse—that physiology was a much more suitable subject. What is your experience as to that?—Well, I think there might be room for both. People will differ about these subjects. Physiology, I think myself comes better a little later—I mean in the Middle or Senior Grade; but some people may have a different opinion, and that is just one of the ways in which perhaps the Intermediate system has been a little too wooden, if I may use the expression. One lady may wish to have physiology taught, and have an excellent teacher, who teaches it well and delicately, as it ought to be taught, and in that case there is a high moral education to be derived from it, but you might set some teachers to teach physiology who would be able to teach domestic economy very well, but who would, I fear, not teach physiology at all well.

5632. Is not domestic economy one of the subjects which throw a very great burden upon the memory?—Certainly, if the girls have to learn 300 recipes.

5633. Are many of the girls passing through your school going eventually to business?—No, not many. That is another point. You know I am very anxious to open up employments for women, and for a little while I did try a Civil Service class, and we sent some girls in from that class to the Civil Service examinations, but the Intermediate girls always took the highest places. We had in that class all these different girls for whom the Chief Baron feels so

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kindly, and we tried to work with them and bring them forward; but the Intermediate girls always came to the top.

5634. You do not think a separate course is required for girls who are looking forward to entering upon a business life?—No, I think a very short time, after passing through the Intermediate examinations, will prepare them for the Civil Service. If it will not weary you I will take a case in point. A girl who was with me, and who had passed the Intermediate, and obtained exhibitions, thought of going in for the University, but when she went to the University she did not get an exhibition. Her father said she must do something practical, and I said (I think this was in October), "Well now, you go into the Civil Service class, and you will get very likely an appointment in March, and then if you do not get it you can come and take a pass in the Royal University. She went into the Civil Service class, and went in for the examination. She was a good Intermediate girl and a very good worker, and she came down from the Civil Service examination and said, "I have failed,—utterly failed." I said, "Very well, just come to-morrow and go to the University class and do the best you can"; and she came and went into the University class; but when the papers came out she was about seventh, and she got into the Civil Service. Now that simply illustrates what I mean about the Intermediate girls doing well.

5635. As regards what have been called commercial subjects in our course, do you think they are of much value as an addition to the course?—Well, I really do not. I think people learn those commercial subjects very easily.

5636. Some of the witnesses have suggested that in the language examinations we should have more translations from unseen books and less prescribed books; in fact some have suggested that the prescribed books should be removed from the course altogether. What is your opinion on that subject?—I do not think they could be removed entirely. That might do for the very clever pupils, but you do not want your girls to fail, and I fear that many of the children of that age would fail if the translations were all unseen.

5637. Could a larger proportion of the marks be assigned to unseen work with advantage?—I do not know; I have not thought much about that. I think perhaps that would test the clever pupils—give them an advantage—do good to them.

5638. The suggestion was intended partly to check the system of getting up the books more by memory than by studying the language?—Yes, or getting up translations.

5639. Yes, quite so?—I think more marks would emphasize the matter, and would better discover good teaching.

5640. You have some experience of the College of Preceptors' examination. They have different grades have they not?—They have.

5641. And have they got also some limits of age?—No, you could go in, or I, and if a girl fails in the Senior she might pass in the Lower Grade, and that is a great boon to a child.

5642. Have they oral examinations, or are they entirely in writing like ours?—I think the College of Preceptors now gives an oral examination in languages when asked. We have not asked for it, because it is very inconvenient and expensive to bring an examiner over to Ireland.

5643. They would send an examiner over to the centre?—Yes, they would have to send an examiner over.

5644. Most Rev. Dr. WALSH.—You have had a good deal of experience in connection with the College of Preceptors' examination, I understand?—Yes, I have had some experience.

5645. On an average, about how many girls go in for that examination from your college each year?—The numbers vary very much; we have sent as many as fifty, and we have sent as few as twenty. We do not make the examinations compulsory. There is considerable variation in the numbers. There is a wave of talent, or of ability, comes in girls, as I suppose is the case with boys also, and sometimes you have a very bad year and sometimes a very good one.

5646. Why do you prefer sending in those students to the College of Preceptors' examination rather than to the Intermediate?—Because the over age test does not suit all.

5647. Is it only on account of the over-age? Do you send into the College of Preceptors' examination any girls who are within the limits of age for the Intermediate examination?—Yes.

5648. At all events you do not do it on any large scale?—They give a very elementary examination, but we send in the best girls, who are not eligible in respect of age for the Intermediate, or who prefer the Preceptors' examination.

5649. I am speaking of those who are within the limits of age: I have understood up to this that it was only the over-age girls you sent to the College of Preceptors' examination?—Sometimes parents like the College of Preceptors' examination. You know in Ireland we admire everything English, and sometimes a disappointed parent will say, "Oh, everybody goes in for this Intermediate: I will select the English examination."

5650. You find then that there is sometimes an objection on the part of parents to have their girls go in for the Intermediate competition?—Well, perhaps they prefer the other, but I think they generally trust us. Speaking generally, I must say the parents trust us to know what is best for their girls.

5651. But sometimes they object to their girls going in for the Intermediate?—Sometimes they say, "Send them to the College of Preceptors." Sometimes a girl will want employment in England, and, of course, the Preceptors' examinations are very well known there, while, of course, the value of our work under the Irish Intermediate system is not so well known, and the examinations are certainly becoming recognised more and more.

5652. But is it known that they are exclusively written examinations?—Oh yes, just the same as the English.

5653. Is there not an oral examination in the case of the College of Preceptors?—Yes, if I ask for an oral examination they will send an inspector down to orally examine us.

5654. In what subjects will they examine orally?—French and German.

5655. Modern languages. There is a special test, I think, in conversation in these languages?—Yes, if you ask for it.

5656. And you get a certificate?—You do.

5657. Is it not one of the regulations that such an examination is indispensable for distinction in the first grade?—I really cannot say. There have been some changes the last year.

5658. Let me read this to you:—"1898. First Class candidates and Second and Third Class candidates taking *first class* papers in French or German may also be examined orally—*i.e.*, in dictation and conversation—at any centre at which not fewer than eight candidates enter for the oral examination. Success in this branch will be recorded on the certificate, provided that the candidate passes in the *paper*. The marks obtained may count towards distinction;" and then there is a description given of the examination in conversation. You have no experience of this important feature in the College of Preceptors' examination?—No. There is another point I may just mention why parents sometimes prefer the College of Preceptors' examination. Parents who like their children examined in the Scriptures, and who think that should be an optional subject, say, "Oh yes,

send my child in; I want her to know the Bible." There is an examination, an optional one, there, and sometimes parents prefer that. I did not think of that when you asked me first.

5659. I believe that this is a feature common to the various school examinations in England. For instance, take the Oxford and Cambridge Locals; they have an examination in religious knowledge, but our system has not, and, I believe, cannot have it without an amendment of the Act of Parliament?—No, so I understand.

5660. Do any of your students go in for chemistry at the Intermediate examinations?—No.

5661. I know that a number of them go in for modern languages—French and German?—Yes.

5662. And they have, I know, very highly distinguished themselves in those departments. A question has been raised here as to whether medals ought to continue to be given in modern languages. Have you anything to say on that point?—I do not see that there is any objection to the medals.

5663. It seems to me that there is this objection—that a girl might be utterly unable to pronounce French correctly; I do not mean in the sense of not having a pure Parisian accent, but in the sense of being unable to pronounce it at all as a language different from English?—That you can correct.

5664. Who can?—The Board.

5665. How?—You can send down someone to see how French is taught.

5666. How can we see that? I should like to know in what precise way you think we could carry out that reform?—I am not sure whether you should award exhibitions on that.

5667. I merely wish to know your view?—I have no objection to your taking away our results fees if you find us imperfect in that respect.

5668. What do you propose that this person whom we are to send round should do in a college in Belfast, say, or in Dublin?—He should make himself sure that we were trying to teach pupils (who sometimes have a bad French accent) a good French accent, and were doing the best we could to that end.

5669. But what I wish to know is, how is he to satisfy himself of all this?—By examining the pupils, and by hearing the lessons taught.

5670. You think both those points would be important?—Yes. It is really very difficult; perhaps in some large schools where French and German are spoken better than in other places, we may have one candidate who speaks French, for instance, very well, and another who speaks it very badly.

5671. I suppose his most important business would be to see whether it was spoken at all?—Yes, whether pronunciation is taught at all, or whether, as somebody says, French is taught on the "O-u-i" system.

5672. The main thing is to see that the pronunciation is taught; I quite understand that. Now, as to another matter. I see that one of your suggestions is that examiners should be prohibited from setting questions which only test memory. Now, take questions in French grammar—questions about the different parts of some of the irregular verbs, the genders of particular nouns, and soforth—do you regard these as questions that only test the memory?—Oh, I think you have to ask questions of that kind, but I was referring to such things as the memorising of poetry.

5673. I know, but what would those questions test beyond the memory?—Well, I suppose they test the judgment too.

5674. How?—Because a girl must know how to apply these rules.

5675. I am not now speaking of applying anything: I am speaking only of grammar questions, such as I have described, questions in mere abstract grammar?—Would you not think it well to ask these questions at all?

5676. That is another point; I am only endeavouring to ascertain the precise point of your suggestion that examiners should be prohibited from putting questions which only test the memory?—I really had not that before my mind when I gave that answer; it was of another class of questions I was thinking.

5677. Mr. Justice MADDEN.—Dates, for instance, I suppose?—Unimportant dates.

5678. Most Rev. Dr. WALSH.—But how is an unfortunate child to know whether a date is to be dealt with as important or unimportant?—Her teacher should know.

5679. Then the teacher must know what view the examiner will form?—If she has an inspector she would have the same difficulty.

5680. But I am speaking of the examination, however it is to be conducted: if dates are to be examined in at all, is not the system open to the objection that all the dates occurring in the books on which questions are asked must be learnt?—I am not so strong on that point as some, but I think there is too much memorising of dates—and of very unimportant dates.

5681. My difficulty is that if dates are to be learnt at all, it may be necessary for the child to learn what you and I would consider absolutely unimportant?—I think the judgment of the teacher must be allowed there to work, and the judgment of the examiner. Good judgment is very important on the part of the teacher as well as on the part of the examiner.

5682. Where are we to get these examiners of good judgment? We do our best, and yet we do not succeed, according to some of the witnesses?—And I do the best I can to get good teachers, though sometimes I fail. We both have to do the best we can.

5683. You suggest that only persons who have had practical experience in teaching should be appointed examiners?—Well, persons who are very learned in a particular subject, and who are apt to have forgotten how very little a child knows, are not very suitable for examiners.

5684. Do you think it would be practicable to find a sufficient number of examiners, if we confined ourselves to those who had had practical experience of teaching?—I suppose you could get others. I should not wish you to be expressly confined to that particular class, though I should certainly prefer that to be done if possible. You must find the best you can; sometimes we think the best has not been found.

5685. You object to questions being set in the English papers, which require the students to have committed to memory certain passages?—A great deal, yes.

5686. Yet that is rather a common feature of our examinations, is it not—such questions are frequently asked. I find in our papers of last year one such question was asked in the Junior Grade, and another in the Senior Grade. Your remedy, that these questions should apply only to what might be considered the more important passages would hardly suffice. Suppose a school was told that only the most important passages of these books were required to be known by memory, would that suffice?—I think if you get a good teacher, and an examiner with good judgment, and you can find practical teachers to overlook the papers, or a supervising board, that would meet the case.

5687. But all this is done at present by the Assistant Commissioners, and still you are not satisfied with the papers?—No.

5688. Then where is the remedy?—I think you could find it.

5689. I have to confess that I don't see my way. Now, about this question of the competition of boys and girls, you prefer the present system, a

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which the girls stand apart and have a set of exhibitions of their own?—I do.

5690. Your attention has been called, I suppose, to the extraordinary result of that system as regards the distribution of exhibitions between boys and girls?—Yes; I think the girls have got about one-third of the money.

5691. This will illustrate what I mean. Last year in the Senior Grade there were twenty-eight exhibitions given, of which nineteen went to boys and nine to girls. If those exhibitions had been awarded simply on the marks, twenty-six of the twenty-eight would have gone to boys, and only two to girls. Now is not that very hard on the boys?—I am quite aware of that. It has been often pointed out to me, and the brothers point it out to the sisters at home, and it is very good for them.

5692. Good for the girls, yes, but not good for the boys?—Oh, I do not see that at all. Very often people who are horrified at the competition between one school and another, and one sect and another, these very people want to drive the girls and boys into competition with each other, and I do not want men and women to come into such competition.

5693. On what principle do you think this can be justified—setting apart a large proportion of our endowment for girls?—When you come to half you can say, "We will not give you any more."

5694. But the girls are already getting far more than their answering would entitle them to?—But look at the long ages during which men have had everything. Look at Trinity College here, which was founded by a woman, and all the other places which have been indebted to the benevolence of women.

5695. Do not hold me responsible for Trinity College—the Provost is not here?—I think it is a great pity, and I expected that you would favour the girls in that respect.

5696. I do not wish to see them favoured; I wish to see fair play all round, and I cannot see that this system gives fair play?—If you drive us into this competition, many schools, the most injudicious ones, will say, "Now we will get the exhibitions," and girls will be unduly pressed and driven away from music and from home duties, which are very important.

5697. Do not suppose that I want to drive you into competition. I want to have very much less competition than there is?—But you do drive us. We want all the benefits of the system. I want to know how far the girls can get as good marks as the boys.

5698. What I complain of is that the girls should get the exhibitions, although they do not get as good marks as the boys?—They should compete amongst themselves; the girls' schools are so inferior to the boys' schools, and they have not the same advantages.

5699. Do you admit that they are inferior to the boys' schools?—Yes; look at their buildings for example. They are inferior in that respect.

5700. Take the Victoria College?—The Victoria College owes nothing to any public subscription. I am speaking of the endowments.

5701. Then you think it should be competition between schools that have endowments and those who have not; the endowed on the one side, and the unendowed on the other?—No; but, really, after all, in inspection there is a difficulty comes in here. Suppose I have a well-endowed school with beautiful buildings, created by a patron. Suppose the Archbishop gives me a large contribution; he says, "I am delighted to do so"; I see he has given a contribution to St. Mary's. Suppose he gives me a subscription; or, suppose Dr. Todd Martin, one of the heads of our Church, or Dr. Barkley, who is very generous, comes and says, "I shall have you build a very large fine building equal to the merits of your school"; they go out and collect this money, and they endow me; and I have laboratories, and a gymnasium, and so on. Well, I have a gymnasium now, but, at present, I pay for everything; and I have not only rent to pay, but taxes, and I have to compete with schools and colleges that have not.

5702. At all events you prefer the present system of having girls get a set of exhibitions for themselves?—I do. It is not only that I prefer it; I give you a reason for my preference—I want them to go on with their music, and to be useful at home; and the boys have none of them. Dublin boys are kept to their school work.

5703. Rev. Dr. Todd Martin.—The girls do not get as many exhibitions as the boys, do they, in number?—I do not know. I do not want to rob the boys.

5704. Only one exhibition for every tenth girl that passes?—That is so, and that is very few.

The witness withdrew.

Rev. M. Devitt, s.j.

Rev. M. Devitt, s.j., Rector, Clongowes Wood College, examined.

5705. Chairman.—Father Devitt, you have been the head master of Clongowes College for seven years?—Yes.

5706. You were assistant master in Clongowes and Tullabeg for seven years?—Yes.

5707. And you taught the Junior, Middle and Senior Grade classes?—Yes.

5708. For two years you were head master of Belvedere College, Dublin, which also sends in students to our examinations?—Yes.

5709. You have sent us in replies to our questions, which are signed by yourself, the Prefect of Studies, the Vice-Rector, and a number of the assistant masters of your college?—Precisely.

5710. This statement of yours has been published since the last meeting of the Board, so it is not necessary for me to go through it with you sentence by sentence. Before I ask you any questions in reference to it, I should be glad to know whether you wish to add anything further to it?—Well, I would ask leave first to speak in another capacity, simply lest I should forget it?—Certainly.

5711. I would ask leave to speak on behalf of the Kildare Archæological Society with regard to Irish. I would ask to put in a letter from Lord Mayo, which he sent to me last Thursday, understanding at the time that I was to be examined on Friday. The letter is dated from Palmerstown, Straffan:—"Dear Father Devitt,—I understand that you are to give evidence before the Commission on the Intermediate education question. As a good deal has been said about the Celtic language by some of the witnesses, I think it well, as president of the County Kildare Archæological Society, to say that if Celtic were ever forgotten in Ireland, Irish archæology would suffer an irreparable loss. When Dr. O'Donovan was in County Kildare at the time of the survey of Ireland, he found it impossible to identify many places in consequence of the ignorance of Irish in this county. It is most important, in the interest of Irish history and archæology, that the Celtic language should be preserved, and the best way, therefore, of preserving it is to have it taught in Ireland.—I remain, Yours sincerely, Mayo, president, Co. Kildare Archæological Society."—I may add that in the County Kildare a great deal of interest is taken in Irish archæology, and it is a subject of regret with a great many eminent members (who come from all classes and creeds without any religious or political distinction) that they had not had in their youth an opportunity of learning the elements at least of the Irish language.

5712. You are in favour of our continuing Celtic, as one of the subjects of examination?—Yes; or

Irish, I suppose we should call it. I am keeping to the Act of Parliament.

5713. Do you wish to say anything more in reference to Celtic?—No. I agree with the witnesses who have already given evidence, and I do not wish to detain you upon that point; I merely wished to bring under the notice of the Commission that from the historical or archæological point of view a new interest has arisen, and I submit that is an additional reason for teaching the language.

5714. I suppose you know, from the history of the Intermediate Education Act, that the attention of Parliament was specially directed to the question whether Celtic should be included within the subjects of examination, and that they deliberately altered the draft of the Act in committee so as to include Celtic?—Yes.

5715. Then we shall pass from that to the more general question. Do you wish to say anything in addition to the matters that have been dealt with by you in your paper?—Perhaps I could add some explanation.

5716. You may add anything you wish; or, perhaps it may come out afterwards in the course of the questions we shall put to you?—I will be very glad if you will interrupt me at any moment.

5717. I do not wish to interrupt you at all, Father Devitt; I only want to ascertain your views?—You see there the practical working of the scheme. I merely wish to emphasize my approval of the good that has been done by the Intermediate system in stimulating schools. I think it is the experience of all the schoolmasters with whom I am acquainted that that stimulus was required. I think, as a practical schoolmaster, our great difficulty has been to get the average boy to work.

5718. You wanted some stimulus for them?—Yes, some stimulus. The old method of getting boys to work by punishment was rather mediæval, and that has, happily, gone out to a great extent; and we schoolmasters ought to be very grateful to the Board and also to those who gave the Board the power to help us in that way.

5719. You think that substantial good has been done by the operation of the Act?—Yes, in that particular way: in giving the boys real interest in their work. The fact is that formerly, in our schools (I mean by our schools the Roman Catholic schools) we had no university to offer us sizarships and scholarships—I am speaking now, of my own school days—and we really did not know what we were working for, and I think the masters, in the same way, found it very hard to put before the boys, except in general terms, what they were to work for. Of course, all school boys do not take Lord Bacon's view, that the use of study is for delight more than anything else.

5720. I think a person must have left the region of boyhood far behind before he is able to take that view of study?—Then, with regard to the giving of increased stimulus to the mathematical side of education, a vast amount of good has been done, especially in the schools with which I am directly or indirectly acquainted where, formerly, mathematics was looked upon as more or less a secondary subject.

5721. Mathematics was very much neglected in olden times in public schools?—Yes, in most schools.

5722. When I was in the school over which you at present preside, marks in mathematics were not allowed to count in the fixing of a boy's place in the school?—No.

5723. You think the Intermediate system has provided you with a class of masters competent to teach mathematical subjects?—Yes, I do not wish to speak in praise of the school which I represent, but, I think no one will recognise better than yourself, Chief Baron, that the fact that we got three medals in competition with all Ireland is a proof that we have improved. When I was in the school before the Intermediate system was introduced, I would as soon have sent one of our boys to compete with Cambridge as with all Ireland.

5724. Personally, Father Devitt, I should like all the medals to be won by your school?—I am not comparing it now with other schools, but with itself as it was before. Then, another point I think worth noting is that there has been an advantage not only in regard to mathematics, but also in regard to exact classical teaching, and especially in the teaching of Greek. Now, I was a good while at school myself, and I must say I left school, and was two years in Trinity College, and the question was never put to me, and had never occurred to my mind, what is the difference between the optative and the subjunctive moods—I mean the syntactical difference—why one was used or the other, and I knew very little about it until I came to study for myself. Now, I think that has become impossible; the very best text-books and grammars are used, and the tone of classical teaching, so far as exactness is concerned, has much improved. I lay stress upon that word, because I think that so far as exactness is concerned, classical teaching has improved in all the schools in Ireland.

5725. Taking the comparison in a philological sense, as regards the structure of the language, you think the teaching of Latin and Greek has improved in that respect?—I think so. I think, for example, that we had not that power of meeting an unforeseen passage, and we had not that power of translating an unforeseen passage of English into Latin or Greek that the boys of the present day have. That is my own experience as a schoolboy, and as a master before and during the Intermediate system. We were not exercised in that particular branch of meeting unforeseen passages of Latin and English passages to be translated into Latin.

5726. We learnt from certain specific books?—From certain specific books.

5727. There has been a good deal of evidence given on that subject, and I should like to ask you your opinion. The amount of prescribed work in our programme seems rather small, does it not?—Well, at first sight I dare say to a good many of what I may call the old school it would seem small.

5728. You remember the entrance examination for Trinity College, I dare say, or the entrance examination to Maynooth, and what the teaching was in the higher classes in Clongowes and Tullabeg before the Intermediate?—Yes.

5729. It was about six times as much as our present course, was it not?—Six times as much, certainly.

5730. Then there were no unforeseen passages?—There were no unforeseen passages, to my recollection; no.

5731. Which would you prefer; a system in which there was a larger amount of prescribed work in which the students might be examined generally, and a small part of that work in which they would be subjected to a very minute examination, or the present mode of a very small portion of prescribed work and a liability to be examined in unforeseen passages of works of a similar character?—Well, that is a question which I have considered a good deal, and I find it, I must say, very hard to make up my mind upon it. I should not object to the suggestion which was made, I think, by Professor Tyrrell, that we should have six books of Virgil in the senior, and six books of Livy also.

5732. Yes; six books of Virgil and six books of Livy. I do not know whether he did not throw in a little Horace or Juvenal?—He may have done so.

5733. You remember the higher courses we used to have in the classics in Clongowes and Tullabeg?—There you cannot expect a boy to have exact knowledge of so much matter as he would have at present.

5734. We do not propose that he should have that exact knowledge, but is there not a great advantage

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in his being obliged to read a considerable amount of Greek and Latin; it enlarges his vocabulary in a way which you cannot secure by any other means, accustoms him to idioms in the language and brings before his mind the various dialects and matters of that description. In other words, it is a good basis for a sound general knowledge of the language?—I fully agree with the principle that the more a boy reads the better; but, then you must remember that he has to be examined upon that matter, and the difficulty will be to see that he is fairly tested. What I mean is that he should be asked to translate this as at present he is asked to translate an unseen passage.

5735. He should not be examined in minute criticisms, because it would not be possible for the human mind to carry it all?—In the teaching of that there will be two difficulties to be met. There may be temptation to a teacher to devote all his time to the exact portion of Greek and Latin assigned, and to give a boy a translation to get off by heart, which he would be able to do very easily.

5736. You would not object to an examination of this description: giving him a passage from one of those prescribed authors to translate, and at the same time adding to that questions upon the parsing or analysis of particular words, or the prosody of particular words?—I do not object to it in principle, but in practice I am always afraid of examiners picking out the abnormalities.

5737. So am I. I have always confessed that. What is your view of examining in classical languages altogether by composition, by giving the boy nothing but a piece of English to translate into either Greek or Latin. That used to be considered a principal part of your old examination?—I think the ultimate test, and the best test, of a classical, or English, or any other examination, so far as *viva voce* examination can go, is the test of unforeseen passages and composition. Whether that composition is to be exactly translation out of English, or, say a letter in Latin, giving a different subject to each boy (I think that would be much better), or an essay in Latin, is for the Board to decide.

5738. Do you remember the time when the places of students in Clongowes and Tullabeg entirely depended upon their composition, or was that before your time?—It did not entirely depend upon composition; it was on the aggregate merit.

5739. Yes, it was on the aggregate merit, but the amount allowed for the examination in other subjects was very small as compared with that which was allowed for composition, and as far as mathematics was concerned, I know nothing was allowed at all?—Oh, I remember that. Then, with regard to the question we were on, I think upon the whole (although I have no prejudice against the system suggested by Professor Tyrrell) the present plan is the safest plan, because it is impossible, I think, to train a boy to face an unforeseen passage except you have taught him a great deal outside the author you are at present teaching him. My own practice, and the practice of the masters with whom I associated, is this. For instance, we are teaching say the first book of Virgil. Well, when we have gone through our daily task of that, we turn over and take some other book of Virgil, and take the boys through it; we get them to face the passage and try to analyse it. By so doing I have known several books of Virgil, several books of Livy, two or three dialogues of Plato, to be added to the course, and I think masters will be encouraged to do that.

5740. In the Senior Grade take Sallust (say his Jugurtha), and in Horace four books of the Odes and the Ars Poetica. That is nothing of a course compared with the books we used to take. In teaching that course in what other books would you teach the boys?—The Art of Poetry; well, I take the Epistles of Horace.

5741. And, I suppose, instead of the fourth book of the Odes, you would probably teach them all the Odes?—Yes.

5742. You would not have Cicero or Juvenal?—Oh no, I would expect it would be of the same nature—if not of the same author, certainly of the same nature. I think it would be very unfair to examine a boy in Cicero who has never seen Cicero.

5743. Necessarily the subject matter in which you would choose to teach him in addition to the programme would be chosen with a view to the examination?—Certainly.

5744. You would not teach him in Cicero, because he would not be examined in Cicero?—I would not teach him in Cicero, because I should take it for granted that, as he was not reading prescribed passages in Cicero, the unseen passage would not be taken from Cicero, but from the same author, or practically the same author, as the prescribed course was taken from.

5745. Before we leave that point, you remember you almost always, when reading Horace, would have some Cicero or some prose author, with it?—Certainly.

5746. So that the effect of the Intermediate Act has, to a certain extent, been to curb the liberty of the headmaster in the selection of the subject matter that he will teach his pupils?—You mean in the selection of the author?

5747. I do; because he must choose authors in addition to those mentioned in the programme, that are of a similar class?—Yes.

5748. That brings me to this question as to which we have had a good deal of evidence—the liberty of the teacher and his individuality in his mode of teaching; the subject matters he selects; and the mode of teaching which he directs the assistant teachers to adopt in reference to those works. Of course, you recognise the great importance of that?—Well, I do, but I recognise of still more importance giving a good programme—putting a good programme before the school and before the head master. I mean by a good programme an elastic programme, where, for instance, a boy, as to a great extent is the case under the present system, is not bound to take Greek, he is not bound to take Latin, he is not bound to take physics, he is not bound to take natural philosophy, but he can take his choice of certain subjects out of a selected programme. But to put a good programme before the country is, I think, a very good and necessary thing.

5749. Take the subject of Greek or Latin, and a boy determines that as he is to enter a University he will take up Greek and Latin. You, as a head master providing for his education in that, would like to have a certain liberty as to which authors you would select for his education in particular years, and the mode in which you would direct that those authors should be taught?—Well, of course the university would not allow me that liberty; if I am preparing a boy for a university I must prepare him on the lines, more or less, on which the university would examine him.

5750. Well, in my time there was no co-relation between Clongowes and Trinity College, which I entered immediately afterwards, but still there was no difficulty?—I mean practically if I were preparing a boy for the Royal University and another for Trinity, I should have to prepare them on different lines.

5751. Supposing you were not preparing them for any university; would you feel yourself more at liberty if they were not going into a university, and that you could give them the best general education they were capable of receiving and benefiting by?—Well, I would be very glad to be enlightened by the Board as to what that general education is.

5752. Do I understand that your experience is that the individuality of the teacher and the methods he adopts are not substantially interfered with by our programme?—Every programme must interfere.

5753. But does it injuriously interfere?—No, not injuriously certainly, but it does interfere to a certain extent.

Adjourned for a short time.

5754. I see that there were 248 pupils on the roll of your school on the 1st November, 1897; is not that right?—That is in the paper I sent in, I think, in reply to your questions.

5755. Yes, exactly; I have taken it from that. I have a return from the Assistant Commissioners of the number of students that passed, viz., 99; in the Preparatory Grade, 29; in the Junior Grade, 37; in the Middle Grade, 22; and in the Senior Grade, 11. I suppose all the 248 received the same careful teaching as did those that passed?—Yes, in their different lines, I should say they did.

5756. I will bring you at once to some of the main subjects of difficulty with which we are dealing. Do you think any *viva voce* test in French or German would be desirable?—Well, perhaps I may finish explaining my written evidence first.

5757. Very well, I think that is better?—I think that is most desirable.

5758. Just proceed in your own way?—As well as I remember, I was speaking about the advance we had made in mathematics and the more exact teaching of classics, and then we had some question about the ideal method of teaching classics as we are circumstanced. I say in my written evidence:—"I further wish to state my conviction that as long as the Government appointments of the Empire are open to be competed for, training in competitive work is most beneficial to Irish boys." That is a point I lay a great deal of stress upon. Of course I heard with great respect certain evidence given here upon the ideal systems of education, given most brilliantly, and by very brilliant men, but we are not living in an ideal world, and we have to deal with the circumstances by which we are surrounded. Of course when the parents of boys are ideal, when boys themselves are ideal, when the universities are ideal, and when the banks and mercantile houses become ideal in their methods of admitting boys or young men into their establishments, then the schoolmasters (who have been sometimes rather hardly spoken of here and elsewhere) may be hoped to conform themselves to this ideal method. But in the meantime we have a great difficulty to face—we, the schoolmasters of Ireland. We are responsible, I hold, first of all to the parents of the boys. Now when the parent of a boy brings him to a school like ours, the one thing he urges upon us—as far as we are secular instructors at least—is that we prepare that boy for the battle of life. That means that when his child leaves our hands he will be so trained and so equipped that he can take the most advantageous position in the higher level of life to which he is forced to mount. When these children leave an Intermediate school, there are several careers open to them, and several methods of entering upon those careers and of passing through those careers. If a boy knock at the gates of Trinity College or the Royal University, he may aspire merely to enter as an ordinary pass man, or as an honour man, or as a sizar, exhibitioner or prize man. No matter in what way he aspires to enter he must pass an examination, and if he aspires to anything like a distinguished university career, he must be ready to go through a series of rigorous competitive examinations. The same ordeal is before him if he aspires to enter any of the professions—law, medicine, engineering, divinity. Honourable entrance to Woolwich, Sandhurst, the banks, the great mercantile houses, is now-a-days through competitive gates. This may be right or it may be wrong, but we, the schoolmasters of Ireland, have no control over it. It will be little consolation to a disappointed parent who has spent £300 or £400 on the education of a son, and finds all those gates practically closed against him, to tell him that his boy, or rather the school or college to which his boy is attached, has been approved by the ideal inspector, to whom it is proposed to hand over the control of the schools of Ireland. When the Board of Trinity College, or the Senate of the Royal University, will give a sizarship or an exhibition on the report of an ideal inspector, then we may, perhaps, have an ideal system in our Intermediate schools. But in the meantime if you give up competition the result must be that boys who want to fight the battle of life and get a place in life must leave our schools and be handed over to the professional crammer—the professional grinder. With regard to inspection, I have written rather strongly in my written evidence, and I wish you to understand, Chief Baron, that I there spoke of it as a substitute for examination; I did not speak of inspection in itself, but as a substitute for the present system.

5759. So I understand?—I do not mean even as a supplement to it. I think you cannot possibly do away with examination, and I may be allowed to quote a very high authority, who probably will be quoted against me (Sir Joshua Fitch) on that point. I am quoting him against this particular point that has been raised and suggested here—that we should give results fees upon a general examination of the school—that an inspector should go down to the school and see the class taught, not examine each individual boy but see in general how they are taught. That can be done; an inspector can form a fair idea how the class is taught. But now on that point I may be allowed to quote the remarks of Sir Joshua Fitch, and they are to be found in the second volume of the recently published Report on Secondary Education, pages 640 and 641. He is treating there of the French primary schools. Speaking of individual examination of pupils, he says:—It is held to be indispensable in all higher schools and universities that such examination should be conducted in part, at least, by external authority, and not wholly by the teachers themselves. Nobody proposes to substitute a mere general inspection of methods and organisation for actual individual examination in our secondary and public schools. No parent in such a school would be satisfied to learn that his son belonged to a class which was certified by an inspector as well ordered and taught. He would desire to know in fuller detail the status and progress of the pupil in whom he was most interested." And again, on page 641, he says:—"Careful individual examination is needed for the due satisfaction of parents and of school managers, for the proper reward of any prize or distinction, and for the protection of the interests of the less forward scholars who are not likely to win any distinction. And it is difficult to see how any responsible public authorities can dispense with it if they would maintain a high standard of excellence in either the works or the methods of our schools." Once more, on the same page, towards the foot of the page, he says:—"It must be manifest to all who are intimately acquainted with the subject that in our present stage of educational progress we cannot safely part with an instrument which constitutes the most effective safeguard we have yet known against superficial teaching and inadequate inspection." I think the Intermediate system, by having this public competition, has been of immense advantage to the managers of schools and to the parents of the boys. The general reports sent in from the school cannot be so satisfactory to a parent as a report tested by a public body and by an external body, and I think the head master

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of a school a much better judge of how that school is going on when he has the advantage of assistance, at any rate, from an external authority, and in so far I agree with the remarks of Sir Joshua Fitch. Do you wish to ask me anything upon that?

5760. I shall repeat the question I asked you. In French and German do you consider that a *viva voce* test would be desirable?—Yes, I put that down as one of the defects of the system. I admitted in my written evidence that there are defects in the system, and one is in regard to French and German. It is a pity that we cannot have oral examination all round. With regard to French and German, of course, the perfect teaching of French and German can only be tested by oral examination; I do not think anyone would deny that.

5761. Do you suggest any alteration in our system having regard to that?—The point is this: if you can get such an alteration without going to Parliament I should be very glad.

5762. The question is not whether we can do it without going to Parliament. Have you read the circular we sent you?—Yes.

5763. We asked the benefit of your opinion as to alteration in the system being necessary, irrespective of the question whether we should require the authority of Parliament or not. Supposing we were perfectly free, what system would you suggest in order to obviate the difficulty you have mentioned?—I am afraid it is impracticable. I have heard a good many methods like that of dictation. Now Mr. Crawley wrote, I think, to the *Irish Times* suggesting that a gentleman should be sent round who would read an exercise in French dictation, and that that could be done under the Act. I do not enter into that, but there would be the ordinary difficulty of dictation—the difficulty His Grace the Archbishop questioned Mr. Dods about with regard to shorthand. You may be able to get over the difficulty. Certainly I feel that this is a grave defect, either inherent or incidental to the system—I do not know which. And I go further in my opinion, and say that not only in French and German, but in Latin and Greek, and even mathematics, I think it would be a great advantage to have oral examination.

5764. And absolutely necessary in natural philosophy and chemistry?—Well, somehow from the reports of the examiners I find that they are able to test natural philosophy and chemistry (according to their own reports) without actual oral inspection.

5765. But I want your own opinion?—Of course the better and easier and shorter way would be to have oral examination.

5766. Give me your own opinion on this point: Do you think the best knowledge of natural philosophy or chemistry can be tested by written examination. You have a fine laboratory at Clongowes, have you not?—Yes. I do not say it can be perfectly done. It is one thing to have it perfectly done, and another to have it done well.

5767. Can it be to your satisfaction?—Yes, I think so.

5768. Most Rev. Dr. WALSH.—What reports are those you spoke of?—The reports of the Intermediate examiners.

5769. CHAIRMAN.—Kindly give the reference to them—the year?—I will read a few. With regard to natural philosophy, my conclusion from reading the reports of the examiners is this—that in the beginning natural philosophy was taken up by a great many schools who had not the means of teaching natural philosophy experimentally.

5770. O'CONOR DON.—Who taught it merely from books?—Merely from books. Well, now, I take 1882 as the earliest report I could lay my hand on. The report of the examiner says:—"Candidates have been prepared solely by reading books, without, in the majority of cases, having had an opportunity of becoming practically acquainted with even the most elementary experiments." In that year 2,602 pupils presented themselves, and 44·7 per cent. passed. Now, it may be said that the Intermediate has killed natural philosophy.

5771. CHAIRMAN.—That does not show that the subject was satisfactorily taught without *viva voce*. You were about to refer to some passages which would show us that natural philosophy was satisfactorily taught without *viva voce*?—My contention is that they can detect, by a written paper, whether it is or is not. Now, here they say it is manifest that they have not been taught experimentally.

5772. Most Rev. Dr. WALSH.—The thing was so bad?—The thing was so bad that it was manifest. That was in the Junior Grade, which contained the greatest number of candidates. In the Middle and Senior, "many of the candidates in both grades admittedly had never seen experiments performed, but had committed portions of the books to memory. These had no chance of success." Therefore, a boy who was so taught had, even under written examination, according to the report of those examiners, no chance of success. Therefore, I say a great deal apparently can be done by written examination, both in testing the merits, and in testing the defects, in the teaching of natural philosophy. If you go on to subsequent years, you find of course that the percentage in natural philosophy has fallen considerably. If you like I will read some more extracts from the reports.

5773. CHAIRMAN.—Just as you wish?—That was 1882. The next year is 1883. In that year, 2,519 entered for natural philosophy, out of which only 40·2 passed, and in the Junior Grade the examiner's report says this: "As a general rule, those questions which involved numerical work were more satisfactorily answered than those which embodied physical ideas. As a general rule the questions relating to mechanical powers were answered merely from book knowledge, and that often from memory." That is the Junior Grade report. In the Middle and Senior Grades, he says: "I regret to report that the answering was far from satisfactory. A very considerable number of candidates showed an utter ignorance of the most elementary principles and the most ordinary instruments. A general mistake in the preparation of candidates seems to me to be the learning by rote of portions of elementary treatises, without understanding the principles involved or being able to apply their knowledge to the explanation of any phenomena, other than those mentioned in the books which they had read." Then I will take 1888. In that year you had 2,565 examined in natural philosophy, and of those 63·5 per cent. passed. The report is applicable to all grades. While admitting that in many schools natural philosophy is well taught, he goes on to say, first, that a great number had been imperfectly prepared; second, that their knowledge was picked up by themselves from text-books, with occasional help from teachers; thirdly, that in a large number of schools there was no systematic teaching; and a good many of the candidates did not get a single mark. The examiners insist on the desirability of not sending boys forward who had little or no knowledge of the subject. I pass on to 1889. In that year there were 2,751 pupils presented. We are still on the high level of natural philosophy; the number of students was still very high in the country.

5774. What percentage passed in that year?—43·6 per cent. In the Junior Grade 2,325 presented themselves, and 38 per cent. passed in the Junior Grade. The answering in the Junior Grade was reported as very unsatisfactory; the examiners could scarcely give a worse account of the teaching.

In the Senior Grade complaint is made of the absence of experimental teaching. That was 1889. We are now coming to the point where the decline begins—very near it at least. The next is 1891. There were then 1,790 examined. There is great complaint in the report of lack of experimental knowledge in the Junior and Middle Grades. In the year 1892, the first year of the Preparatory Grade, there were examined in natural philosophy 1,334; in the Senior Grade 101 were examined, in the Middle Grade 279, and in the Junior Grade 954. The percentage that year was 51 per cent. of passes on the total. The report of the examiner (Professor Stewart), page 46, says that in the Senior Grade twelve sent in blank papers. "In some cases students evidently tried to describe phenomena they had not observed." In the Middle Grade Mr. Preston pronounces the answering weak, and the Junior Grade was fairly good all round. In 1893 there were 1,256 examined in natural philosophy, and 62·9 passed. The report of Dr. Lennon says: "Knowledge of phenomena in many instances from textbooks alone, without aid of laboratory appliances or sketches."

5775. Most Rev. Dr. WALSH.—What year was that?—That was the year 1893, your Grace. In the Middle Grade the report of Professor Stewart was that the experimental portion was good, and that numerical questions were badly answered.

5776. CHAIRMAN.—Is that 1894?—That is 1893, referring to the Middle Grade. Now for 1894. In 1894 there were 1,156 boys examined in natural philosophy, and of these 55·8 per cent. passed. In the report of Professors Coffey and Joly they strongly dwell on evidence of cramming and lack of experimental teaching. I pass on to 1896. In that year there were only 618 boys examined, and of these 53·2 per cent. passed. In the Senior Grade 75 per cent. passed, in the Middle Grade 66·9 per cent. passed, and in the Junior Grade 47·5 passed. In the Senior Grade the report of Mr. John Burke, B.A., is this—on the whole satisfactory; no complaint of want of experimental teaching, but some evidence of cramming. That is a summary of his report. In the Middle Grade Mr. A. W. Scott reports that the work done was good evidence of students not only having seen, but done, experiments, and on the whole of careful training on the part of teachers.

5777. Is that the Middle Grade?—That is the Middle Grade. The Junior Grade was unsatisfactory, as is apparent, because only 47·5 per cent. passed. I have not got the report for 1897 at hand, but in 1898, the last report, extracts of which are published (not the report itself, but they sent us round extracts from it), in the Junior, Middle, and Senior Grades, Professor Stewart reports that "the answering on the whole is satisfactory, about three-fourths of the students giving evidence of having received sound instruction and of having witnessed many of the experiments usually performed in illustration of physical laws; in the Junior Grade only two questions not well answered, in the Middle Grade one not well answered, and in the Senior Grade one question was not well answered."

5778. Have you the percentage that passed?—No, it is not published. I have no access to it; it is not out yet. But, from all these my conclusion is that the Intermediate system has not killed natural philosophy, but has done very good work in killing sham natural philosophy. We find the present reports quite at the opposite pole to the first reports, and that is not a reproach but a credit to the system.

5779. Do you think these reports show that natural philosophy has been very efficiently taught throughout Ireland?—Yes, I think so, except, perhaps, in schools which, through no fault of their own, have no apparatus or material for giving experiments in natural philosophy. That belongs to a large question. The large question is that when you, by your programme, allow a student to take as many subjects as he likes, he will try to take up too many.

5780. We will come to that later on; I want to finish first with this question of *viva voce* examination. I think you said that in modern languages, and, indeed you thought in the generality of all subjects, there could be no real examination without *viva voce* questioning?—Yes, I think my ideal of an examination is written examination supplemented by oral examination, and that in every subject.

5781. I quite agree. Was that the system in your colleges before this Intermediate system began?—Yes, and since the Intermediate.

5782. And I dare say the Professors test the pupils by oral questions?—Of course that is it, you know. Practically they are trained by oral; they get plenty of the oral in their own school. If you want an ideal test of a boy, I should like, myself, to have a written and an oral examination. There are disadvantages and advantages in both. In a written examination, supposing you have to examine a boy say in classics, it may so happen that the one or two passages you select, by some accident or another, have not been brought under the boy's notice, though ideally he has read his author well. If an oral examiner comes down, he can easily see that if the boy has failed in those two passages there may be some particular reason for it. Perhaps the boy may have been sick at the time these particular passages were explained to the class, and the inspector will then give him a second or third test. On the other hand a shy boy may turn out very badly, as I know from my own experience, in the *viva voce* examination; he may not have time to collect his thoughts.

5783. In your opinion (with which I quite agree) there can be no real examination without both *viva voce* questioning and written examination; and, you not being able to suggest any mode by which we can have a *viva voce* examination in your system, do you think that that system affords a satisfactory test upon which to distribute not only results fees, but these large competition rewards, such as exhibitions, to students?—I think you misunderstood me with regard to a real test; I meant a perfect ideal test—not a workable test. I think the written examinations substantially test the boys, but if you want a perfect test—for example, in the case of a head master, if he wants to know how his boys are getting on, at certain periods of the year he has written examinations, but over and above that he likes to go down and see how the boys are getting on in their class. But that is the head master's work; I think that belongs to him more than to any other body, and that he can do it in a way nobody else can do it.

5784. But do you not recognise that according to this system a boy with no perfect knowledge of French may obtain an exhibition over another boy who has a perfect knowledge of French, and is equal to the first boy in all other subjects, simply because he can answer better on paper, although he has no real knowledge of the language?—I think the second boy in that case would deserve the exhibition, and that an Englishman, no matter how well he might be able to speak French, who was not able to put his views on paper, should not be sympathised with if he lost the prize.

5785. But take two men, one of whom can put his views on paper a little better than the other, but the other may be infinitely better in the language taken as a whole. You know I do not believe in those "O-u-i" boys; they have a certain knowledge of French, but no knowledge which should put him in competition with the boys who can speak the language?—You must not be too severe upon schools who at present (no doubt they will secure them later on) have not expert teachers in French.

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5786. No, but I have a great objection to students obtaining exhibitions in competitions with boys who really know the languages. In speaking of results at all in this competition, you are obliged to go at present solely upon written questions?—Yes.

5787. I cannot bring myself to believe that that is not unfair as regards students that have a real knowledge of French and German. I may be quite wrong, but it seems to me that it is unfair?—Well, of course, a perfect knowledge of French and German you cannot expect from a schoolboy in the first place.

5788. But I mean such a real knowledge as you can expect from a schoolboy?—The most perfect knowledge that you can expect is that he will be able to read and write, and to a certain extent to speak, the language.

5789. Yes, with such accent as to be able to make himself understood by a Frenchman?—I perfectly admit that that is the most perfect system of testing the boy; I admit that fully and entirely; but with regard to the practical way of meeting it, I really do not know.

5790. Have you any suggestion whatever to make as to an alteration of the system, whether it is to be made by rules or by Act of Parliament, that will improve it in reference to this matter of *viva voce* questioning?—If you can carry out the suggestion that was made here two or three times, if you feel you can do it within your own powers—a kind of preliminary inspection, making inspection of the teaching of modern languages a condition precedent to admitting a school to the competition for results fees or exhibitions, I do not see any other way—if you can manage it.

5791. Do you approve of that if we can manage it?—Yes.

5792. That would involve inspection to a certain extent. You would not object to that amount of inspection?—Certainly not.

5793. Do you object to inspection of school buildings—I mean such part as the boys are taught in, irrespective of such places as dormitories?—Yes; I object to that *in toto*.

5794. You object to any person ascertaining upon the spot the efficiency of the teaching?—Let us keep to the school buildings.

5795. If you please?—I should like to read a short extract from a speech by a great Irishman upon the Intermediate Bill—Isaac Butt. He says:—"How were good schools and schoolmasters to be got? There was certainly one way, and that was by undertaking the entire educational system, planting the school and the schoolmaster wherever they were wanted, and providing all the necessary funds. If that were done the Government would have a perfect right to insist upon public inspection of every school before making a grant. But nothing of the kind was proposed in the present Bill, and no Government in its senses would undertake so great a responsibility. The Government had undertaken a far more modest and limited operation, namely, of encouraging schools which had hitherto carried on their work without any endowment from the State. The Government says, we will aid you on one condition; that you give us a good manufactured article; give us educated men, and, doing your own work, you may do it in your own way." Now I certainly endorse every word of that, and I say that we especially—the schools with which I am acquainted—have, not only without any aid of the Government, but practically in despite of the Government, out of private means put up buildings, equipped our schools, and provided a staff, and I say it is not right, it is unconstitutional, for any Government to undertake the task of penalising us, or inspecting us, or interfering with us in a matter with which they have no concern. I may be wrong, but that is my opinion.

5796. You think there should be no inspection of school buildings. Tell me then, in one word, to what the inspection of the school is to be limited?—With regard to modern languages the inspector would have power, as a condition precedent, to satisfy himself that there was efficient teaching of modern languages.

5797. How satisfy himself?—I do not see any way except by first getting a declaration from the head master, and secondly by verifying that declaration by going round the classes.

5798. Two modes were suggested: either that he should be present and see the boys actually taught, and questions put by the head master in particular passages that the inspector himself might point out, to ensure that it was not prepared, or that he should question the students himself. I suppose you prefer the first mode?—I would confine myself altogether to the pronunciation—that pronunciation was taught. We are talking now altogether of modern languages, and making that a condition precedent. Though not an ideal way of doing it, it would waken up the schools to provide as soon as they can (all schools cannot do it at once; but they should give as good a knowledge as they can) to provide as good teaching in that respect as they can. I think schools are awakening to it, and that as far as their means allow them, they are trying to provide that teaching at present.

5799. Do you think it should be ascertained by hearing the pronunciation by the students, or by hearing the teacher pronounce the language?—Both together; principally the students.

5800. Your opinion is that the inspection ought to be limited to that?—Yes, my opinion is that the inspection ought to be limited to that, and I should be very slow to penalise a school that has tried, because after all that school does a certain amount of good, although it is not teaching pronunciation. I think it is a great advantage to a clerical man, or a medical man, or any professional man, to be able to read French, and I think a school should not be condemned as a sham school because it imparts only an imperfect knowledge of a living language.

5801. Do you think it should be allowed results fees in the language which it did not teach efficiently?—I think it should be allowed results fees.

5802. Then the result of the inspection would be immaterial; whether it was found good or bad would have no effect on the school?—I think it would be a warning to a school; I think you should reserve your powers.

5803. But never exercise them?—I would not say that. You could exercise them after some time—after a warning.

5804. You referred to Sir Joshua Fitch, and you have read three passages out of an article by him. Have you read the entire of that article?—Most of it I think I have.

5805. It is in reference to a "leaving" examination in France?—A "leaving" examination in France.

5806. Do you observe that it draws a distinction between an examination generally upon which no money results depend to the teacher, and an examination upon which money results depend?—Yes, I do.

5807. Do you approve of the opinion of Sir Joshua Fitch generally, as expressed in the two pages from which you have read, as distinguished from the three particular passages that are part of that discussion?—Of course I agree with him wherever he agrees with me.

5808. And you disagree with him wherever he disagrees with you. Now I want to say a few

words about this competition. You think that students at school, or a certain number of them, should be trained to competition?—Certainly.

5809. It is not proposed, as I understand, by anybody that the competition under the Intermediate Education Act should be abolished or interfered with, but that every student should remain free to compete for exhibitions and prizes. Do you make any distinction between pass boys and boys that go in for the competition?—In what respect? Of course there are several distinctions to be made between them, but I do not know in what respect you mean.

5810. In this respect—that a boy who is obliged to compete in the public examinations in after-life will naturally be taught to compete; but you are aware that the generality of pass boys are wholly unable to compete in the public examinations in after-life. A boy does not compete, for instance, when he enters a university. He may, if he like, try and get first place, but he passes upon a standard of merit, irrespective of competition?—Yes, but he has to pass the examination; he has to make himself smart by answering questions.

5811. I do not think anybody objects to examinations as one of the tests of knowledge?—Oh, yes, it has been objected to here most seriously; I think it has been said here in evidence.

5812. Do you see any distinction between an examination by way of competition and an examination of pass students?—Most certainly.

5813. A system that retained competition for those who wished to go in for it, but enabled boys to pass upon a standard of merit, ascertained in some other way, might, irrespective of the circumstances of the country, be a very good system?—Certainly. I do not know whether I quite take in what you are saying, but I should have, certainly, a different examination, or a different paper, or a different set of papers, for pass boys from what I should have for those boys who were competing for honours—if that is what you mean.

5814. No, it is not. Of course I should think that would be absolutely essential if this system continues. According to your own experience, it has worked most unfairly and most injuriously to have the same examination papers for pass boys and honour boys: is not that so?—Certainly.

5815. Because the percentage of pass questions upon the paper is so small that a boy must substantially answer all of them in order to pass?—I think the pass paper should be much larger than at present—or perhaps alternative questions.

5816. That is a matter of detail which I shall not trouble you about. What troubles me is this. As far as I can roughly calculate, the number of those who succeed in passing the examination is about one-third of those who are within the ages and are actually in Intermediate schools. My idea is that any pass examination that has that result must necessarily be a wrong examination. I do not think it is possible that the education of the country is so backward that if that examination were a proper examination, there could be that result. What is your view with reference to that?—My view on that point is this. First of all I think we are not bound to take the whole of the country into consideration with a limited amount of money to distribute.

5817. That does not touch the question I ask. We will take Clongowes—your own school?—Yes.

5818. I know the way you educate your boys in Clongowes. You have got 248 pupils; only 99 passed. I cannot bring myself to believe that there are 149 boys in Clongowes who, if subjected to a fair examination for average boys of their age, taught as they are, could not have passed. That states my difficulty in one sentence?—Of course a large number of those boys would be beneath the age when they could be prudently sent in for examination.

5819. But I am taking those within the examination ages?—Taking those within the examination ages I say certainly a good number more would pass if a proper paper were set. That I admitted.

5820. Double the number?—I would not say double, but a good number more.

5821. Do you not think the papers ought to be set in such a way that the average boy would pass?—Yes.

5822. Speaking roughly, I suppose the entire school ought to pass, with the exception of perhaps 20 per cent.?—Well, about 20 per cent.

5823. O'Conor Don.—Might I ask one question upon that. Do you think that that arose, Father Devitt, from the difficulty of the examination?—I think so, from the difficulty of the paper set. It is really a competitive paper, and it is very hard for a pass boy to pick out the pass questions. If we take—I won't call him a dull boy—but, if we take a boy under the average it is very hard for him to pick out himself the pass questions.

5824. Chairman.—And he may lose his time in trying the honour questions?—Yes. His first light of the question is to lead him to believe that it is the A. B. C. of the subject, and it ends in being a puzzle.

5825. Speaking of those boys that you call dull boys, the number of them would not exceed twenty per cent., according to your opinion?—No, they would not.

5826. I now come to a very important question, in which I know that you are much interested, and it involves the line between Intermediate education as contemplated by this Act, and primary education. You say in your paper: "The evils of competition for students of tender years can be met by the abolition or radical modification, of the Preparatory Grade. This grade has been added in recent years. It seems to be contrary to the spirit of the Intermediate Education Act, and it has diverted to primary education a large share of the funds provided by Parliament for Intermediate education." You may be quite right in that. But, you see it is a serious charge against the Commissioners that the funds have been diverted by them from the purposes intended by Parliament?—Not through the intention of the Commissioners by any means.

5827. I will go through it with you because I should like to see whether we can agree upon the words "Intermediate education." As regards the first part of the statement, would you suggest the total abolition of the Preparatory Grade or the prevention of competition in it?—Well, personally, I should wish to have it totally abolished.

5828. And do you think that by abolishing competition the evil can be cured?—No, I am afraid not; because you hold out the temptation to the primary schools to put in boys simply for the results fees, to put them in not to get exhibitions, but simply in order to get results fees.

5829. This is a matter to which the Board have given a good deal of consideration. I should like to follow it up, and to have your intelligent criticism about it. Will you look at Section 6 of the Act, and then at Sub-section 7 (*reading*): "No candidate shall be allowed to obtain a pass nor be awarded any exhibition, prize or certificate at any examination under this Act, unless he satisfies the examiners that he possesses an adequate knowledge of one at least of the first, second, third or fifth divisions of the subjects mentioned in the schedule to this Act." You see that?—Yes.

5830. Are you aware that that is the only restriction contained in the body of the Act as distinct from the schedule—that that is the only essential condition in the body of the Act?—Well, I think I am aware of it.

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5831. The first, second, third and fifth divisions mentioned in the schedule are Greek, Latin, English, and Mathematics?—Yes.

5832. You will find that by referring to the schedule . I am right in that?—Yes.

5833. So that a student would satisfy that condition of the Act by answering in English and English only?—Yes.

5834. Now, come to the rules in the Schedule, and look at the last rule: "Results fees shall be paid to the managers of schools for students who, having attended their schools from the 15th of October of the year previous to that of the examination, and having made at least one hundred attendances from that date on the last day of the month preceding the examination, may obtain passes according to the following scale;" and then follows a scale from which you observe that while if the student passes in one division the result fee is nil, if he passes in two divisions there is a results fee?—Yes.

5835. £3 in the first year, £4 in the second year, and £5 in the third year?—Yes.

5836. Therefore you observe that it contemplates the payment of results fees for a student who has passed in any two divisions?—Yes.

5837. Of course one of those divisions must be one of the four that I have mentioned as being obligatory?—Yes.

5838. Therefore it contemplates the payment of a results fees for a boy who has passed in English and mathematics, including arithmetic and book-keeping, and in nothing else. Is not that so?—Yes.

5839. A purely English education?—Yes.

5840. You would hardly be inclined to consider that, in ordinary language, an Intermediate education?—Certainly not.

5841. But you see that it is treated by the Act of Parliament as being Intermediate education within the Act?—Yes.

5842. Now, go a little further on to the definition of a school. It is in the Act. We cannot ascertain the intention of the Legislature from anything in the rules. It is in the Schedule to the Act—"For the purpose of this rule a school shall mean any educational institution (not being a National school) which affords classical and scientific education to pupils not exceeding eighteen years of age, of whom not less than ten shall have made one hundred attendances." Much can be ascertained from that definition. Do you observe that it contemplates a manager receiving results fees, although the school does not afford classical education?—Yes, I do.

5843. "Classical or scientific"?—Yes.

5844. Would you consider in ordinary language that such a school was an Intermediate school at all?—I would not.

5845. Neither should I. At the same time, you see from the words of this schedule that such a school is actually contemplated by the Legislature as one to which results fees ought to be paid?—Yes.

5846. We will go on a little more (reading): "Of whom not less than ten shall have made one hundred attendances." You observe that that contemplates very small schools?—Certainly.

5847. "Of whom not less than ten shall have made one hundred attendances at the least" in a certain period. Do you observe that it does not say students between the ages of fifteen and eighteen. It gives only the superior limit of age?—Precisely.

5848. And you observe that a pupil would be within that definition if he were only fourteen, thirteen or twelve years of age?—Yes.

5849. Now, go back to the earlier part of the Act. You will find that it contemplates the payment of results fees at the end of the year when the student is first examined?—Yes.

5850. That is a student in an institution that teaches solely a scientific subject and English?—Yes.

5851. But no classics?—Yes.

5852. And if there are only ten students, of whom some may be boys of twelve, thirteen, or fourteen years of age, and the others may be under sixteen, that school may obtain results fees?—Yes, under the Act.

5853. Now, I should like to ask you how you can show us that consistently with our duty under the Act we can hold that that class of education was excluded from the Act. Is not that the worst type of education—that type that has been brought in by the Preparatory Grade?—In my opinion it is. But you will observe, Chief Baron, that it was not only against the letter of the Act, but against the spirit of the Act. That is to say, my reading of the Act and of the intentions of the Legislature is this—that they wished to favour what is properly known as, and what you would agree to be, Intermediate education.

5854. Secondary education?—If you like, secondary education. Some draw a distinction.

5855. Then tell me what is your distinction—I think there is a distinction?—I should say secondary education is now taken to mean by some the expansion or extension of primary education, and on the lines of primary education as distinguished from the Grammar school education—something like what the Model schools were intended to do here but failed for local and particular reasons to do.

5856. Can you show that distinction upon the words of the Act. I have shown you that it contemplates a student earning results fees by passing in English and Mathematics, and they treat the teaching of those subjects as not being primary education. Is not that so?—Yes.

5857. Then we have the words "not being a National school," as if the Legislature considered if those words were not introduced possibly that National schools might get some of the money?—That there would be confusion.

5858. That is, of course, because some of these extra subjects in the National schools would come within the subjects mentioned in the Schedule?—Precisely.

5859. So that they must have had this very matter before their minds?—Yes.

5860. I shall bring you to the Welsh Intermediate Act. There is no definition of "Intermediate education" in our Act. The Welsh Act, 52 and 53 Vict., Cap. 40, Section 17, says: "The expression 'Intermediate education' means a course of education which does not consist chiefly of elementary instruction in reading, writing or arithmetic, but which includes instruction in Latin, Greek, the Welsh and English language and literature, natural and applied science, or in some such studies, and generally in the higher branches of knowledge." Do you observe that if that were the definition in our Act we should have to exclude not reading, writing and arithmetic, but elementary instruction in reading, writing and arithmetic, and we ought to look for something which, not fulfilling that character, was instruction in the higher branches of knowledge. If you apply that to English, the English mentioned in our Act is "The language, literature, and history of Great Britain and Ireland." Cannot you find a subject that answers that description which is not elementary instruction in reading, writing, and arithmetic?—Oh, certainly.

5861. Therefore that would answer the subject of English in our Act, and in the same way in determining what is "Mathematics, including arithmetic and book-keeping," we must exclude elementary instruction in arithmetic. But if you insist, as our rules do, that, to obtain a pass for boys in Mathematics, there should be some Mathematics in addition to arithmetic, don't you observe that that

takes it out of what is contemplated by the Welsh Act as being elementary?—If you substitute merely Mathematics.

5862. We could not give elementary instruction in arithmetic. That would clearly be outside the Act?—Yes.

5863. But still Mathematics under our Act includes arithmetic, and, if we require that a boy must pass, not only in arithmetic, but in a mathematical subject, we bring the subject up to the higher level?—Yes.

5864. And to the education that is mentioned in our Intermediate Act?—Yes.

5865. That is all I have to mention to you. These are our grounds for thinking that we cannot exclude the instruction to which you object?—Well, I think you can indirectly, at least, exclude it.

5866. In what way?—By fixing the limit of age. It is very hard to define Intermediate or primary education, or to define secondary education.

5867. I agree thoroughly. How will you do it by limiting the age?—A rough and ready rule is that the average boy will not remain at primary education beyond, say the age of fourteen. I won't stick at that, but I think Intermediate education should begin as a rough and ready rule at fourteen. If you strike that limit you have really got at Intermediate education in Ireland. I don't care to say whether it is scientific or classical.

5868. And therefore should exclude every boy under the age of fourteen?—For that and other reasons.

5869. Our present limit of age is thirteen?—Yes.

5870. Tell me the other reasons for which you think that they should be excluded?—On the general ground that I think boys under that age ought not to enter into a competitive struggle partly for medical reasons and partly for scholastic reasons. The medical reasons are well known. There is a great deal written about over-straining young boys. I think we may take it for granted that there is a strong body of opinion in this country and in every other country against submitting these boys to over-strain, whether it come from competition for prizes or being too much pushed by their teachers. And I think, as I stated in my written evidence as supporting my own views that a great deal more liberty should be allowed to the master in the case of the younger boys than in the case of the senior boys.

5871. I am in favour of allowing the head master the maximum liberty, but I also want to have him paid for the young boys. Do not you recognise that Intermediate education ought to begin at an earlier age than fourteen?—I do, certainly.

5872. A boy goes to Clongowes at eleven or twelve years of age, and the instruction he receives there is not primary education?—Certainly not. He begins his classical education the minute he goes in.

5873. He never would attain to a high position if he did not?—No; he would be handicapped.

5874. A boy under thirteen there as truly receives an Intermediate education as does the boy of seventeen who is there?—He is.

5875. I cannot upon the Act draw the limit between those two boys, even if I take the ages mentioned in the Act as obligatory, because the Act does not fix any inferior limit of age?—But you have power to fix the limit of age.

5876. We have absolute power. But you will observe that in exercising that power we must have regard to the intention of the Legislature?—To a certain extent.

5877. I know you will agree with me that we ought not cut down the classes of students intended to be benefited by the Legislature?—Not unduly.

5878. And, therefore, if we ascertain the classes of students intended to be benefited by the Legislature, all we can do is to make rules for that class of students as best we can?—Yes. With regard to the difficulty you have put you have spoken of the boys of Clongowes.

5879. Because that is the school I know best?—They are there receiving an Intermediate education. But you must look at it from the point of view of the whole country. Is it not a crying evil referred to here by witness after witness that a number of boys are being forced into Intermediate lines who should really remain in the primary schools?

5880. I thoroughly agree with you. What I want is that you should show me with your strong view upon the Act of Parliament how we can legally do it?—By fixing the limit of age.

5881. Is that the only way it can be done?—That is the only possible way.

5882. Mr. Justice MADDEN.—I conclude from your evidence that you do not object to the establishment of an adequate system of inspection as an adjunct to a system of general examination?—Well, no, as a condition precedent.

5883. As an adjunct, in that sense, you do not object to it?—Yes, in that sense, provided you can do it, under the Act.

5884. Without expressing any definite opinion, you may assume that we have power under the Act to attach conditions to the receipt of fees by managers of schools; and that the Act expressly recognises inspection as one of the duties to be performed by the Commission?—I am not sure that the scope of the inspection contemplated by the Act was not very limited. In the debate in Parliament there was a kind of pledge given to Lord Cairns that the inspection would be merely to verify the reports of the managers of schools as to the number of students on the roll, and matters of that kind.

5885. I want to ascertain your views, assuming that we have the power to introduce a system of inspection, as a condition to the payment of results fees, as to the exact form of inspection that you would recommend. You have told us that, in your opinion, inspection would be useful, if not absolutely necessary, to ascertain that defective methods of teaching were not employed with regard to modern languages?—It would be useful; it would certainly be the best and most ideal method of examining in modern languages.

5886. I suppose you are of opinion that, although a certain amount of information of French or German, valuable as far as it goes, may be acquired without a knowledge of pronunciation, yet such knowledge is acquired through a defective mode of teaching?—Well, I think, viewing it all round, it is a most useful knowledge; for this reason, the number of people in this country who will ever have an opportunity of going to France or Germany is very limited, and the number who will be asked to speak French, or to translate an English letter, for instance, into French, is very limited, but to be able to read a French letter, or to read a French book, is a thing that a great many people may find very useful; so that I think the most useful part of the knowledge of those languages is that which is tested by the Intermediate system of examination, though I do not say it is the most ideally perfect knowledge.

5887. Do you think we might reasonably pay at a lower figure for teaching of that kind than for a more perfect system of teaching, and that the methods of teaching might be ascertained by inspection?—I think so.

5888. With reference to other branches of knowledge—classics, for instance—is it your opinion that an adequate test of a student's classical knowledge can be obtained by a written examination?—Certainly; I think it is an adequate test.

5889. Even as regards prosody?—Even as regards

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prosody, by making him mark the quantity of syllables, and scan the lines.

5890. You do not attach any importance to the particular mode of pronunciation of those languages, having regard to the fact that there are four different modes of pronunciation—the old Irish, the old English, the new English, and the Continental?—No.

5891. Then, as regards classics, you are of opinion that *viva voce* examination is not necessary for the purpose of testing scholarship?—Not at all; it is not required, in my opinion. Of course it is a better method of having both kinds of examination combined, as in the university; but you cannot have perfection in any system.

5892. With regard to the natural sciences, considerable importance is attached, and is it not, in your opinion, rightly attached, to *viva voce* as the best mode of teaching the natural sciences?—Yes.

5893. Your system of inspection might test the mode of teaching the natural sciences adopted in the schools?—It might.

5894. I noticed your remarks with reference to inspection of school buildings. Might not inspection be usefully employed in order to ascertain, for example, whether sufficient hours of recreation were allowed by the time table of a school?—Well, that brings us to a very contentious question. It brings the State, if I may use the expression, into the school; and I think that would be objectionable. I am not referring to my own school; I have no objection to anyone going into it; but on general principles I object to it. I think the State has no right to enter into any man's house, where he has not given him some money to expend on the house.

5895. I understand your objection to inspection as applicable to buildings and equipments, but with regard to the time table, and hours of recreation, you would not object to our requiring, as a condition precedent, that these should be satisfactory—I do not want in any way to argue with you, or to change your view, but I simply ask your opinion?—Well, my opinion is that that should be left to the parents of the boys, and the masters of the schools; that is my opinion, it may be a very old fashioned opinion, but it is my opinion.

5896. I gather that though you are prepared to accept a system of inspection such as you have indicated, you are of opinion that the result of a public written examination of students affords a sufficient and satisfactory basis for the distribution of a grant of public money?—Yes; for the limited amount you have to dispose of.

5897. I suppose you agree that the merits of any system must be estimated by a consideration of the work it has to do?—Certainly.

5898. A system might be considered as inefficient and discredited with regard to one class of work, and yet be considered efficient and satisfactory with regard to another?—Yes.

5899. Do you think that one kind of test may possibly be the best in ascertaining the fair claims of the managers of Primary schools to a share of the public grant, and that another kind might be the best when you want to differentiate between Secondary schools, and to ascertain their claims to shares in a limited endowment?—Certainly. In the case of Primary schools the Government, as a rule, provides the schools, the buildings, and equipments, and therefore has a right to see that the public money has been properly expended, and that the schools are kept in proper order. The education in Primary schools also proceeds on what I may call a homogeneous system; each teacher is trained by the State, and is bound to satisfy the Board that he follows their system. The system which obtains in the Primary, or National schools, is quite different from that which exists with regard to Intermediate schools.

5900. I wish to read to you a passage from the Report of the Royal Commission on Secondary Education in England, published in 1895 (Volume 1, page 244), in which inspection is described as "a continuous audit of the efficiency of schools;" and I would contrast with that description of test another which I will take from the same report, where it refers to "a standard by means of which the work of one school can be measured with that of the others"?—Yes.

5901. Does it occur to you that "a continuous audit of the efficiency of schools," by means of inspection, may not be a satisfactory "standard," in the words of the report of this Commission, "by means of which the work of one school can be measured with that of others"?—Certainly.

5902. With reference to a "standard by means of which the work of one school can be measured with that of others," I suppose you are of opinion that the circumstances in England differ very much from the state of things in this country, where we have a limited sum of money to be distributed amongst the Secondary, or Intermediate schools of the country, differing widely in their circumstances?—Yes.

5903. That is the problem we have before us?—Precisely.

5904. With reference to that problem, and to the system of what is called in this report "simultaneous written examinations," I wish to call your attention to another passage in the report, in which, referring to "simultaneous written examination," it says: "Nor, indeed, is it likely that so convenient and economical a system, which has special advantages of its own, will fall into disuse. For it is a real merit of the system"—that is, the system of simultaneous written examination—"that, within certain limits, it secures an independent test and attestation of efficiency applicable at the same time to a large number of different schools, and therefore available for purposes of comparison." The report here quotes the opinion of Professor Henry Sidgwick, and proceeds: "The wide competition thus introduced, and the publicity and identity of the standard, serve to determine the position of each school relatively to others. Deficiencies, moreover, are brought to light which may escape notice when the schools are considered singly, and an additional stimulus is supplied." Does that passage commend itself to your mind as applicable to the state of things we have to deal with in this country?—Yes; I cordially approve of every word of that passage.

5905. I will now call your attention to something on the other side of the question; but, before doing so allow me to ask you do you agree with me that there are, probably, objections to every system of test which can be devised?—Of course there are.

5906. Probably each system has its own special advantages, and its own special drawbacks?—Certainly; especially as applicable to different countries.

5907. Now, this passage has been read by the Chairman, and has been referred to in the examination of some of the witnesses: "On the other hand, it is to be generally admitted that the method of simultaneous written examination, conducted by an external authority over a wide area, is open to grave objections. Thus, Professor Henry Sidgwick writes that 'a drawback, inherent in any system of external examination, lies in its tendency to hamper a good teacher in his choice of educational methods and instruments, and to encourage the use of methods which, though well adapted to secure success in examination, are not so well adapted for the communication of solid knowledge and the development of intellectual faculty." You, I suppose,

agree that this is one of the drawbacks necessarily inherent in a system of written public examination?—I do not altogether agree with that. I have heard a great deal said about "instruction," or "information," as distinct from education. Of course, whenever you try to educate a boy, you must exercise his faculties, using the term "faculties" as they are generally understood. Now, you cannot exercise his faculties to your own satisfaction without testing the result of that exercise, any more than you could teach a boy football, and test the result of your teaching, without seeing him play. As to developing the faculties, and testing the efficiency of that development, without examination by results, it is a system that I am not acquainted with. There may be a way of doing it—some species of intellectual *massage*, by which you can develop his faculties without exercising them, but I do not know of it.

5908. On the one side, this report mentions certain advantages in the system of simultaneous written examination, and on the other it points out certain disadvantages?—Certainly; I would like to say something with regard to the liberty of the schoolmaster.

5909. Have you yourself experienced any serious limitations resulting from the system of Intermediate education established in this country?—I admit I have. I have noted down a few, and mentioned them in my written evidence. I agree with a good many witnesses that there is a little overstraining on the memory, though the memory must be exercised, and I think it most useful that it should be exercised; and practically the only way of teaching a young boy is to store his mind with certain facts, on which he can afterwards reason and reflect.

5910. You agree with Newman that until the period of boyhood is passed there can be very little exercise of the higher intellectual powers, but that the object of education must be to improve and store the memory with useful knowledge?—Certainly. At the same time, I think that under the system, as at present administered, the memory is a little overstrained in some subjects; but that is not inherent in the system.

5911. Quite so; that is the point to which I was bringing you. Let us distinguish the system of distribution of the grant by results fees on the basis of a general written examination, from the actual system as at present administered, do you think that if that general examination were conducted on the best attainable system, there would be the same temptation to masters of schools to cultivate mere memory?—Certainly not.

5912. There is a danger; but will not that danger exist in almost any system of examination, whether competitive or not?—Certainly. It is a mere detail. I agree with many of the witnesses that there has sometimes been too much strain on the memory; but I think the examination papers have been improved recently in that respect. The portion of the examination in which I chiefly complain of it is in the English course, history, geography, knowledge of authors, allusions in these authors, grammar and so forth. A schoolmaster found great difficulty, especially in arranging his time table, under the old system, there were so many subjects in the programme, and so many subjects were paid for, both in exhibitions and prizes, that it was very hard to prevent a boy from taking up as many subjects as he liked. He could take up five subjects, and secure marks by an imperfect knowledge of each. In consequence of that, what I may call imperfect, or sham, knowledge, was rife in Ireland, until you restricted them to four subjects, and by that means you, to a great extent, killed the sham knowledge, especially in natural philosophy.

5913. You have referred to the subject of the examination papers. Would you attach importance to the establishment of a permanent Board, whose duty it should be to revise the examination papers, and to take care that they were not pointed to the exercise of mere memory, and also to see that they were graduated properly?—Yes; I think something of that kind should be done; but I would not have it a permanent Board.

5914. May I ask you what would your objection be to a permanent Board?—Because that would mean a certain number of permanent officials, and the status of those officials would be a matter of question. If you had a permanent Board, would you be able to get rid of one who was not giving you satisfaction? I would say, retain some of your best examiners, and ask them to act as chairmen of the different boards of examiners.

5915. If the changes that you recommend were carried out in the system of examinations, do you think there would be any danger that the liberty of the schoolmaster would be interfered with, or that he would be hampered in his choice of educational methods and instruments?—No; on the contrary I think he would be very much assisted. A good method of teaching must come out successful in the end. A boy won't be able to pass a competitive examination, and do unforeseen problems in mathematics, and translate unseen passages in classics, unless he is thoroughly ground, and his faculties well developed. No system of "cram" can do that.

5916. Our attention has been called to the influence of great schoolmasters upon the character of their schools—Arnold and Thring in England, and Turpin and others in Ireland—do you believe that the influence a great man at the head of a school need be affected, as a necessary result of a system of general examination of students? Was it not the object of each of those men to make the best possible scholars, and might we not have a system of examination very nearly approaching to the best possible test of scholarship?—I would say so, certainly. First of all, I would say that you should not, as a public department, take the case of a few exceptionally great men, like Arnold and Thring, as factors to influence you in your system. Each of those men had methods of his own. As to Arnold, he was certainly a great schoolmaster; but I think the general opinion is that he did not leave much effect on the school after him. He did good work with the boys he had, but whether his school retained its high position long after him, as a consequence, is a moot point. We must provide for the best permanent system.

5917. Turning for a moment from the really good masters to the inferior or indifferent men, in your opinion is it wrong that a man of that sort should be hampered in his methods?—On the contrary, I would say it is decidedly of advantage. He will be stirred up to greater exertion, and forced to improve his methods of teaching.

5918. There is, I suppose, such a thing as "levelling up," as well as levelling down?—Certainly.

5919. You do not think there is much danger of our levelling down?—No; I think there is no danger of that. I think the Intermediate system has raised the level considerably.

5920. It is possible to "hamper" a bad master beneficially; and you think the system tends rather to levelling up than to levelling down?—Decidedly.

5921. Now, it has been adverted to as a blot on our system that the master of a school who has worked fairly and honestly in educating his pupils all round, is not paid on his pupils all round, but only in respect of a certain number who pass or get honours. Does that occur to you to be unfair to the master, if you are right in assuming that the present system is an efficient test of his teaching?—Certainly not. He has subjected his teaching to that test, and must bear the consequences.

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5922. If it is an efficient test, as between school and school, looking at it from the point of view of the remuneration to the master, does it make any practical difference in the distribution of a definite amount of money among a number of schools? Assuming you are right in considering that the system of written examination affords a fair test of the efficiency of teaching in a school, does the system of payment based on the number of the boys who pass, instead of on the whole number, appear to you to involve any element of unfairness?—None in the world.

5923. Now, reference has been made to the Preparatory Grade; and I entirely agree with you that it is not desirable to submit boys to examination at too early an age—certainly not to competitive examination; and therefore your suggestion of doing away with the Preparatory Grade has a great deal to recommend it. But would that lead the masters to direct their attention to preparing students, who are properly only fit for the Preparatory Grade, for the Junior Grade? Is not there something in that suggestion worthy of consideration? Is not the Preparatory Grade useful in order to secure a gradual system of education?—Well, I think the number of schools that would do that would be very few. I assume that the schools wish to produce boys who will succeed, not merely in passing in the Junior Grade, but also elsewhere, and in their subsequent career, and in order to do that the boys must be well and thoroughly taught all round. The good schools will do that, certainly. I know for myself, even if I had no other object in life but to grind a boy for the Junior Grade, I would much prefer, in my own interest, to give that boy a thoroughly good education before sending him up for the examination.

5924. But they did it before we instituted the Preparatory Grade; we had boys under 12 going in for the Junior examination?—I think those were exceptionally clever boys. The regulations were such at that time, there being a pass and honour course, that it was quite possible to do it.

5925. There has been a suggestion made as to mercenary motives. I wish to ask you, when money is distributed, when *merces* is in the air, is it possible altogether to avoid considerations of money having some influence?—Well, I fear not; I do not know any profession or occupation in which there must not be some regard to the consideration of money; schoolmasters are not alone in that.

5926. There is another point—a practical one—as to having separate pass and honour examinations. I understand that your views would be satisfied if we had on each paper a sufficient number of pass questions, so distinguished that each student would be able to recognise the pass questions. I may mention that difficulties have been suggested in having separate papers, and in requiring each student to declare, when sending in his name for examination, whether he intends going in for a pass or for honours; it is said that it would create difficulties in the timetables, and also in other ways; and that it would probably be a difficult thing for a student or his master to decide, when sending in his name, whether he should go in for honours or not. Do you think that all practical purposes would be gained by having the pass and honour questions in the same paper, the pass questions being put at the early portion of the paper and the paper gradually becoming more difficult?—Yes, I think that would do. My idea would be to have on the same sheet two sets of questions, the first being marked "pass questions," and among those pass questions I would give some alternative questions—for instance, I would give, say, twelve questions, of which the student need only answer eight; and I would make it an instruction to the examiners to examine no honour questions until they had satisfied themselves that the student had qualified on the pass questions.

5927. Then a student for honours would have to apply himself to the entire paper?—Yes, I think that would be essential.

5928. Would there not be a difficulty in classics—for instance, the passages for translation set for the honour candidates should be different from those you would set for the pass students?—Yes, of course; you might give a few sentences for translation to the pass students, and a passage to the honour students.

5929. Might it be met by giving alternative passages for pass and honours?—Well, I would be inclined to give no marks for a pass; and to begin to mark when I came to the honours paper and the competition for prizes. That would save a great deal of trouble to the examiner. When a student had not qualified for a pass, he would put aside the paper.

5930. A practical difficulty, in my mind, is this: you must give sufficient work to the pass student to occupy him for the time, say two hours—an easy passage, we will say, from Cæsar, and an easy passage of English to do into Latin; and you will give a stiff passage in both English and Latin as a test for honours. How can a student who takes up the honour questions also do the pass work, if the pass work occupies two hours? Perhaps you would think over that matter, and tell us how you could provide for it—I know some of the witnesses have not realised that difficulty?—I do not see any great difficulty in that as distinct from the present difficulty; we send in a number of students who we know can only pass; they have the same paper as those who compete for honours, but they, of course, are not occupied for the same time as those who compete for honours; those boys who compete for honours can remain and do the honour questions.

5931. O'Conor Don.—You are opposed to any State interference with schools?—Yes; I am strongly opposed to that.

5932. Do you think, if there was inspection, there might be reason to apprehend that the State would make more requirements with regard to the status of your teachers than they do at present?—I think if the State interferes, as suggested, it would be very inconvenient for the State, for your Board, and for the schools of the country. Take your Board, for example. You are empowered by Parliament to expend a limited sum of money: and Parliament has laid down a very rigid, and, perhaps, inconvenient rule as to the method of that distribution. At the same time you must remember that, by doing so, it has relieved you of very great responsibilities, and sheltered you from anything like substantial criticism. Your Board is looked upon as the most impartial tribunal—next to the Four Courts—that we have in Ireland. If you take the responsibility of having yourselves appointed a central autocratic body, with power to reward and to penalise, and to superintend the internal arrangements of schools, you would assume a responsibility which, if I were one of your members, I would not undertake very cheerfully.

5933. Do you think it likely that Parliament would give us such powers without directing us to exercise them in a particular way—such, for instance, as requiring that teachers should pass an examination, and have a certificate?—I am certain that question would be raised in Parliament, and a number of other most inconvenient questions.

5934. Do you know of any system where the State, in any country, pays money for education on inspection, in which it does not insist upon a qualification for the teachers?—There may be, but I am not aware of any; I never heard of any.

5935. Would you be of opinion that a regulation requiring a qualification for teachers would be a greater interference with the freedom of managers of schools than being obliged to follow a programme such as is now set?—I think it would be a very serious interference with the freedom of the manager. The

manager may have his views as to whether the State-qualified teacher, or the teacher he selects, unqualified, would be the better. Parliament would, first of all, insist upon a standard of qualification. It must determine who are to fix the standard. It cannot do it itself. It must have somebody to test the teacher and approve of the teaching, and that puts the whole control of the schools of the country in the hands of the State, and makes the teachers, to a certain extent, servants of the State.

5936. You would, I presume, consider that a risk, especially in connection with Catholic schools?—I think it would be a strange anomaly if the diocesan and conventual schools of the country were managed and governed by a mixed Board like this. It would give rise to very unpleasant questions, which, happily, owing to the present system, and to the enlightenment of the present Board, never have been raised; and then there is the religious question, which might occasion serious difficulty if Catholic schools were to be governed by a Board, the majority of whose members are not Catholics, not that we have any objection to the present Board; but still a Board is a "floating quantity," and we cannot answer for the future.

5937. You say that, in your opinion, if inspection was adopted, a large number of inspectors would have to be appointed?—Yes; if we are to have inspection at all, a large number should be appointed, and a considerable sum of money would have to be spent.

5938. It would cost a considerable amount of money?—Certainly; if there is to be inspection it should be thorough inspection.

5939. Mr. Justice MADDEN.—Including examination, not only of the methods of teaching in the schools, but also of the actual knowledge of the pupils?—Most certainly. I think it would be a very imperfect system of inspection, if it were not a thorough inspection, and to have a thorough system of inspection would require a very large number of inspectors.

5940. O'CONOR DON.—The inspectors should be men qualified to examine in the different subjects of the programme?—Certainly; I do not see how any school could be condemned for inefficient teaching if examined by men who were not experts.

5941. Mr. Justice MADDEN.—Having regard to our system, it would not be a mere question of condemnation, but a question of competition for a share of a limited grant of money?—Certainly.

5942. O'CONOR DON.—It would be necessary to have an examination in every school in all the different subjects of the programme?—Yes, if you want a thorough inspection it should be. As to an inspection, in which the inspector would merely look in at the teaching of a class, and see how things were going on—that gentlemanly kind of inspection, I look upon it as a sham.

5943. You say that a system of inspection would not induce schools to take up the education and advancement of poor but clever students?—Yes, of course, with regard to results fees, it would be the same to a schoolmaster whether his boys were brilliant or not; he would be paid on the dull boy the same as on the clever boy.

5944. That pre-supposes that exhibitions were to be done away with; but if the granting of exhibitions were continued, a clever boy would have the same incentive as now?—Yes; but the school would not. Under the present system the more successful a boy is the higher the results fees.

5945. If the amount of money we have to distribute is limited, any change in the payment to the schools would be simply a change from one school to another: that is to say, if there is any alteration—suppose there is any increase in the results fees paid to one school, it must be taken away from the amount paid to another?—Certainly.

5946. Do you think a change from the present system into a system depending upon inspection would have the result of benefiting the good schools, or the inferior schools?—In my opinion it would penalise the good schools. The object of those who advocate inspection is to let a larger number of schools in—schools that are not able to pass a large number of boys by examination. In Professor Molloy's evidence he admits that.

5947. Therefore it would penalise the schools on which the best results are obtained?—Yes; of course it causes an immense draw on your money, for besides having to pay the salaries of inspectors, you would have to pay fees to a larger number of schools.

5948. Under the present system the good schools receive more than they would get, if the system was one of inspection and capitation grant?—Yes; except you get an additional grant from Parliament, which I don't think you will.

5949. I understand your objection to inspection, as a system on which the grants of public money are to be based, is a general objection, and not merely with regard to your own schools?—Certainly, I should say not only our own schools, but many others, would have a serious objection to it. We have several systems of education in this country. Our system is one that has been in operation for 300 years, and is embodied in a book called *Ratio Studiorum*. Under that system, the master has, each day, to go over with the pupils the lessons of the day before; to take them up sentence by sentence, and point out and explain the difficulties. A great many people look upon that as cram, as making the thing too easy for a boy. I think the Bishop of Ross looks upon that as cram—I think "Cram No. 2" he calls it; but we have found, from the experience of over two centuries, that it is a system that has produced good scholars. Now, if an inspector considered that not an ideal system, and required us to change it, I think it would be very hard to ask us to give it up. In the same way, on the other hand, if I were an inspector, and went to a school where the other system was in operation, where the book was handed to a boy, and he had to get his lesson for himself, without any help, and if I required the master to change his system, and to adopt mine, I dare say the master of that school would regard it as very hard to be obliged to change his system. I think the master should be free to carry out the system he deemed the best.

5950. You think the individual liberty of the master would be likely to be hampered under a system of inspection?—I think not only that it would be "likely," but that it certainly would. Supposing now that, as has been suggested by some persons, you were to get inspectors from England, I think the English public schoolmen would have a serious objection or prejudice against the system of discipline at Clongowes. We have not the monitorial system there; we never leave the boys out of our view. In England the boys are left to a great extent to themselves. There may be a great deal, on both sides, to be said. But who is to decide? Will you undertake to decide for us which is the ideal system?

5951. Would you object to a school being inspected if the results fees did not depend upon it?—I would object to it still more if the results fees did not depend upon it. The inspector then would have no business coming to my school; and I would look upon him as a trespasser entering upon my private property.

5952. You have expressed some strong opinions as to the good effect of the Act, and the working of the Intermediate system—do you think the majority of the teachers of the country agree in that opinion?—I think the vast majority do. I went through this Blue Book carefully, at least as carefully as I could, and though it was almost impossible, within a limited time, to make out the exact numbers for and against, I think the majority are in favour of the system.

5953. CHAIRMAN.—I think that you are asked, not for an analysis of the book, but for your own experience of the opinions of the headmasters of the country, so far as you are able to give it?—Well, our own

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headmasters are unanimously in favour of the present system. The headmasters of our schools at Limerick, Belvedere, Galway, and myself, are unanimously against any fundamental change in the present system. Most of the schools whose answers I have read in the book are for the present system.

5954. O'CONOR DON.—Have you followed up the future progress of the boys in after life?—Yes, I presume you allude to the boys educated under the system in our school. I have followed them up, and I sent in a return to the Board. Out of the Intermediate Senior Grade Exhibitioners, there are four at present who have secured appointments in the Indian Civil Service. There are two of them in our Order; there is one a Professor of Classics in the Seminary at Cork; one preparing for the Indian Civil Service, who took out his degree as B.A., and is a Scholar in Classics; there are three Scholars in Classics in the Royal University; and besides that there are, going through the University, six others.

5955. Can you say, in a general way, that the test applied by the Intermediate Education system is proved to be a correct one, by the after career of the boys?—Yes, certainly I can say so.

5956. What is your opinion as to the publication of the results of the examinations, in the way they are published now?—Well, of course, the publication is attended with certain inconveniences. A certain tendency to puffing arises from it; and according to some it produces what has been described as touting for pupils; still, I do not see how you can very well get out of it; it is a fair and impartial thing; and if some people abuse it, it is their fault, not yours.

5957. But is it necessary to publish the results in the way we do now? Is it necessary to publish the names of the students who have won prizes and exhibitions? Would it not be sufficient if we simply published the number of the successful students, and gave every information to the schoolmasters and the parents?—I do not see that any advantage would be gained by that.

5958. There would be this advantage, that the names would not be published in the newspapers, as they now are?—I am perfectly certain they would, because each school would send their own results to the newspapers.

5959. Yes; but they could not compare them with the results of other schools?—They could compare them with the results supplied by other schools. In fact, if it is done at all, it is better that it should be done properly. If the results are to be compared, as they certainly would be, it is better to have the official record of the results; it is better to have a perfect comparison than an imperfect one. I may observe that it would be just the same with reports of Inspectors; every school would publish the report of the Inspectors, and would challenge every other school to publish such a good report.

5960. Then you don't think anything would be gained by our publishing merely the numbers, and not the names?—I am afraid not.

5961. With regard to exhibitions, what is your opinion, whether they ought to be held for educational purposes, or given to students to do what they liked with?—Well, I am not prepared to say that I know of any great abuse as resulting from the present system, nor am I prepared to deny that there may be abuses; but I think on the whole the present system works fairly well.

5962. You would not recommend any change?—No; of course the great advantage of exhibitions is to encourage clever boys to pursue their education; but I have not heard any complaint as to the operation of the system in that respect.

5963. Would you recommend the institution of a commercial course?—Well, with regard to the commercial course, the question arises on a comparison of the number of boys who go in for the Excise and such examinations now as compared with formerly. There is no doubt that the number has decreased; and it has been said that the Intermediate system put Irish boys out of the running; but since that decrease occurred I find that the Civil Service has accommodated itself to the Intermediate course. I would like to put in their new programme, which includes Latin or French, elementary mathematics, inorganic chemistry, and the elements of physics. That is the new course, so that as a matter of fact instead of your changing your course to suit them they have changed their course and brought it nearer to yours, and I think that will facilitate you considerably if you make it obligatory to take up some of those things.

5964. Would you make it obligatory on a boy to decide which course he would adopt at any particular grade, or should he begin it from the beginning and declare what special course he would take?—Of course, there the great difficulty would arise of turning Intermediate into primary education, and, as the Duke of Devonshire said, of engrafting technical education on the stump of a defective primary education. In my opinion, that difficulty will not be easily met, except you raise the limit of age for taking up a special commercial course. I have great doubts whether a purely commercial course will be a great success.

5965. You think it would be advisable, if it were adopted, to limit it to the Middle or Senior Grade, and not allow it to be taken in the Junior Grade?—Yes.

5966. CHAIRMAN.—Do you think it should include a foreign language?—Well, I think something like the programme I put before you would do; I think you could safely make that the basis of a Commercial examination. You have most of the subjects in already.

5967. Rev. Dr. TODD MARTIN.—The English Commission, from whose Report we have had some extracts to-day, recommend that Secondary Schools, that is, local Secondary Schools, should be placed under a local school authority selected by the County Council, you would object to that arrangement, I should think? Yes. Of course there is a special reason for that in England, because there the County Council is empowered, and probably will strike a rate for the maintenance of the school, and of course they would have a claim to superintend and control the school towards which they granted money, and I think that would account for the demand of the headmasters that there should be central superintendents or inspectors appointed, as they don't want to be altogether under the thumb of the local authorities.

5968. That recommendation would hardly suit the system of Intermediate education in this country?—I think not. There may be places where it would, but in general I think not.

5969. What is your view as to the system of competition for exhibitions, apart from the common examination for results; it has been suggested that you might by inspection or in any other way have an examination for pass students, and have a distinct and separate examination at a different time and in a different way for those who compete for honours and exhibitions?—I would not approve of that system; I should disapprove of paying fees for pass students per head by a capitation grant without examination.

5970. Would you think it a wise thing as regards the interests of education?—Do you mean to have them separate?

5971. Yes?—As far as having separate papers goes, it would, I think.

5972. It has been suggested that we might pay the teachers for the pass students, to be determined, say, by inspection; and hold a separate examination, quite distinct, in which there should be competition by the students for the prizes and honours—in your judgment would that be an expedient mode of distributing prizes and honours?—I think, of course, if honours are to be distributed, there must be competition; but I don't see where the separation comes in.

5973. It has been said that you would mitigate the excessive rivalry of schools and students by having separate honour examinations?—I do not see how that would mitigate it much. Of course, only a comparatively small percentage from each school would compete for honours; but I do not see how the rivalry would be mitigated by that arrangement, because the same number would compete under either system.

5974. They have that method in France, I believe?—Yes; but of course the French system is very different from ours. There you have voluntary schools, which do not conform to the State Rules, and are content with the "*Baccalauréat;*" I do not think it would be applicable here.

5975. You object decidedly to the Preparatory Grade?—I do.

5976. It adds a fourth Grade to those originally framed under the Act?—It does.

5977. You think the intention of the Act was that there should be three grades?—Yes; and also that you should encourage the grammar schools of the country. I am of opinion that the Preparatory Grade should be abolished.

5978. Dr. BARKLEY.—With reference to the Preparatory Grade, you are aware that, before it was instituted, boys could go into the Junior Grade at 12 years of age? Yes, I am aware of that.

5979. And, as a matter of fact, boys did go in in the Junior Grade a second or third time after passing, in order to secure an exhibition in that grade?—Yes.

5980. That, no doubt, was one reason why it was thought desirable to separate the Preparatory Grade from the Junior, so that boys of such unequal ages as 12 and 15 should not be competing against each other?—Yes; that was one of the advantages, that they should have a separate course.

5981. If, as many have proposed, the Preparatory Grade were continued, but was no longer to be competitive, would the same objections apply to it as under the present system?—Not the same, but a great deal of the objections would continue. Of course one objection would vanish. The objection that boys of tender age should be competing would vanish; but one of my fundamental objections to it is, that it has turned the funds of the Board into channels that they were not intended for—that the funds of the Board are employed in paying a premium upon primary, as distinct from Intermediate, Education—or at least a stunted Intermediate education.

5982. Do you think it has led to boys being sent for the examinations in Intermediate Education who otherwise would not be, and who were not being prepared for it?—Certainly.

5983. And that those boys are not carried through a complete course of Intermediate Education?—Yes.

5984. Do many of the boys of your own school drop off at the Junior Grade?—A good number drop off. I should say Father Healy was right in his evidence with regard to that. I should not be surprised if 30 per cent. dropped off.

5985. What do you consider is the cause of that?—There are various causes. The principal is that a number of them enter at that period into professional schools—medicine, for example. A good number go in for the Attorneys' Apprentices' Preliminary Examination, and a good number go in to matriculate, or at least prepare for matriculation. These are the principal reasons.

5986. Those reasons would apply, no matter what change was made in the examinations for the higher grades?—I don't say that they would. There is a considerable hiatus at present between the Junior and the Middle Grade; and the mere fact that a boy fears he cannot pass the Middle Grade will keep him from entering for it.

5987. Do you think that the Middle Grade is at present too difficult?—Yes; for a pass boy, I think the graduation might be a little more even than it is.

5988. The case of the pass candidates in the Middle Grade is one of the things we have to consider?—Yes; of course, when you come to the Senior Grade, you have a picked class of boys.

5989. You have arrangements for the teaching of physical science in your school?—Yes.

5990. Have you any experience of the examinations of the Science and Art Department?—No, I have not.

5991. You are aware they hold examinations in physical science?—Yes, I am aware of that, but I have no personal experience of those examinations.

5992. And that they offer certain grants to schools for the purchase of apparatus, in consideration of local contributions, to enable proper teaching to be given in physical science?—Well, I rather think there has been some change recently made in their regulations with regard to that; but I am aware they used to do so.

5993. You cannot say how far their grants would supply the assistance you consider desirable for such teaching?—I do not know whether their grant is limited or unlimited; but I am sure it would supply something; and if we could get it I suppose we would take it.

5994. You were asked about conditions being attached to exhibitions: I wish to ask you, as regards the amounts of the exhibitions, do you consider that the amounts are suitable in all respects?—I should not object to a decrease in the value of the exhibitions. I think that, in the Senior and Middle Grades, the value of them might be reduced, and that the number of them should be raised. Of course to fix the sum would be a matter for the consideration of your Financial Secretary; but I think there should be a greater number given in the Middle and Senior Grades than at present.

5995. Any proposal of that sort raises the question whether the exhibitions in the Middle Grade and Junior Grade should be retained in the higher grades; we have a large number of boys who are paid exhibitions in the Senior Grade, some of which were earned in the Junior and Middle Grades; it is a question whether we should give a greater number of exhibitions in the Middle and Senior Grades, or whether we should allow the present system of retaining exhibitions to continue?—The object of retaining the exhibition is to keep the boy at school. Of course a number of the boys who are able to get exhibitions in the Junior Grade are at a low level in the Middle or Senior Grade, and if the exhibition were made only an annual prize, they might not be able to win it when they came to the higher grades.

5996. But those boys add to the number who pass in the Middle and Senior Grades, and that is one of the factors which govern the number of exhibitions?—Yes.

5997. Most Rev. Dr. WALSH.—You quoted Sir Joshua Fitch's testimony in favour of examination?—Yes.

5998. That was from his paper on the French "leaving" examination?—Yes.

5999. Does he refer to primary or secondary schools?—I think he refers to both.

6000. He refers, at all events, to secondary schools?—Yes.

6001. Was he speaking of an exclusively written examination?—No; I did not speak of him as doing that.

6002. Then it is not easy to see how his testimony would go in favour of the system of examination we have in this country?—It goes in favour of this, that we cannot dispense with examination.

6003. Was there ever a system in the world in which it was proposed to dispense altogether with examination?—No; but there is a suggestion now to distribute money on the reports of inspectors without any external examination.

6004. What I want to see is how far what you have quoted from Sir Joshua Fitch is relevant to the matter we are dealing with; the examination we are dealing with is a common examination applied to all schools

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and exclusively in writing—do you consider that the passage you have quoted from Sir Joshua Fitch can be really quoted in favour of such a system?—It goes so far in favour of it that he approves of an individual examination of students, as opposed to what I call a general examination or inspection.

6005. He approves of an individual examination?—Yes.

6006. But not of an examination exclusively in writing—is not that so?—Yes.

6007. I suppose you have read the important paper that he wrote for the Commission on Secondary Education in England?—No, I cannot say I have read that.

6008. Allow me to read you this passage from it: "It is in no sense necessary or desirable that there should be a uniform system of examination applicable to all Secondary Schools,"—now, our system is a uniform system of examination applied to all schools?—It is.

6009. So far, therefore, whatever other arguments may be put forward, the authority of Sir Joshua Fitch cannot be quoted in favour of our system of examination?—Of course I don't want to bring forward the opinion of Sir Joshua Fitch, except so far as he agrees with me. He was speaking of education in England.

6010. What is the character of education in England that makes a thing desirable on educational grounds in Ireland which is not desirable on educational grounds in England?—In England, Secondary education has been carried on in a great number of schools for many years, each school conducting it upon its own system. In fact there is no particular system of Secondary education in England. With us, Secondary education is a thing that has to be worked out.

6011. I want to know what reason there can be that a system which would be bad in England should be good in Ireland?—We have the system in Ireland, and are content with it.

6012. That is to say, you are content with it?—I am, and I think the majority of schoolmasters agree with me.

6013. That is, those who are deriving the advantages of the system are content with it?—Yes; but I think the circumstances of the country must also be taken into consideration.

6014. You say "the circumstances of the country." What is there in the circumstances of Ireland that can make a system good in this country which in the circumstances of England would be bad?—Well, in the first place, you have a great number of endowed schools in England—large public schools, independent as far as money is concerned.

6015. Then, is it the necessity of distributing money amongst the schools in Ireland that makes it necessary for us to have this otherwise imperfect system?—Well, once you accept public money your liberty is, of necessity, immediately curtailed. Take, for example, the university question. If we are to have a Catholic University, supported by money from the State, it must be subject to certain conditions.

6016. Then, as I understand you, it is because we accept money from the State that we are to have this imperfect system, and not because it is a satisfactory system?—No.

6017. Now, further on in this passage, Sir Joshua Fitch proceeds to say:—"The same general principle should, as far as possible, be kept in view, whether grants are awarded to the schools or not"—so that that cannot make the difference?—"The same principle."

6018. Yes, as to the method of conducting examinations, and so forth. However, as you decline to adopt the testimony of Sir Joshua Fitch, except in so far as he agrees with you, I shall not pursue that matter, and I shall take the question on its merits, and apart from testimony. Now, coming to the general question, I take it that the essence of our system may be summed up thus—that we distribute a Government grant to schools in the form of results fees, paying so much per head for each student that passes an examination; secondly, that the examination is a common examination for all schools; and, finally, that it is conducted exclusively in writing. Now, purely from an educational point of view, putting the grant and everything else out of the question, do you think that that is a satisfactory system of testing the work of the schools—if you had a free hand, would you prefer that system to any other?—If I had a free hand I should not prefer any other system. I think it would afford a complete test.

6019. You examine the pupils in your own school?—Certainly.

6020. Did you ever adopt such a test—in an examination, for example, in classics, was a system of exclusively written examination ever adopted as a test?—It was not, nor is it at present, exclusively.

6021. Then we may pass from that. You say that you think it would be better to have the pass and honour questions on the same examination paper?—Yes; that would be my view.

6022. You think there would be great inconvenience if the boys, when sending in their names, were called upon to elect whether they would go in for a pass or for honours?—Yes; I think it would be very inconvenient all round, not only to us, but to the Board.

6023. But I suppose you think the present system of having the pass and honour questions all jumbled up together, is very inconvenient?—Yes, very much so.

6024. It would be better to have them distinguished?—Certainly.

6025. I have heard of a boy who, when he was trying to answer an arithmetic paper, went on the plan that the questions that had small numbers in them were easy, and that those that had large numbers were difficult?—Of course, if the questions are not distinguished, a boy would have a difficulty in deciding which were the pass questions. They ought to be distinguished.

6026. We have been told of the "conundrum" that was contained in a recent arithmetic paper; if a boy adopted the principle I have just referred to, he would be out in his calculations on that paper. Now, with regard to the marks, suppose the entire paper represents 100 marks, how would you distribute them, as regards the pass and honour questions?—I would have no marks for the pass questions; it would be simply a qualifying paper.

6027. How many of the pass questions would you require a boy to answer: in order to decide whether a boy passed or not, must you not fix a certain number of questions which he should answer, or a certain percentage?—I think I would require a pretty high percentage—I would say 50 per cent, provided they were *bona fide* pass questions.

6028. Mr. Justice MADDEN.—But a boy who goes in for honours is expected to clear the entire paper—I suppose your answer would be this, that taking the entire thing; the whole paper should not be more than a first-class boy could do within the time?—Yes; it should be like the present paper, but the questions should be distinguished, and the honour questions better credited.

6029. Most Rev. Dr. WALSH.—A first-class boy should be able to do all?—Yes; but I would not expect him to do all the pass questions; he should do, say, fifty per cent. of them, sufficient to qualify for the pass.

6030. Then the pass questions would be given to him as, to a certain extent, alternative questions?—Yes, I would not expect him to answer them all.

6031. With regard to the publication of the results of examinations, you do not see any inconvenience in publishing the results, with all the details, such as the names of candidates, and so forth?—There may be some inconvenience with regard to details.

6032. I see, looking over the returns of the Cambridge Local Examinations, that they only give the examination numbers of the various students, not the names: don't you think that is the better and fairer system—publishing of the names, if a candidate fails in a subject, puts a kind of stigma on a boy or girl for life?—I think not any more than if he failed in the examination for the Civil Service or for a Degree.

6033. But in our system there is a permanent record of the result—in the other there would be no record?—Yes, but it would be a matter of public notoriety.

6034. I raised the point the other day that it might be brought up as an argument against a person who sought to be elected as a County Councillor, that he had failed at our examination in arithmetic. I saw it, as a matter of fact, brought up a few years ago against a former student of Clongowes who was a candidate for a certain public position, that he had failed in the Middle Grade—what I wish to ask you is whether there is any countervailing advantage arising from having the names published?—I think it is a great advantage. Boys very often apply to me for a testimonial, and it is a great advantage to be able to state that they had obtained honours at the examinations.

6035. But we could give the fullest possible information to the master of the school and to the boy. What I am asking about is the giving of all that detailed information to the public at large?—I really do not see any inconvenience with regard to the stigma upon a boy or girl who fails; you do not publish the names of the students who fail at the examinations. You only publish the names of those who succeed.

6036. We publish the names of those who fail in particular subjects?—I do not think that need be done.

6037. Can you point out any advantage that is gained by publishing the names, that would not be equally served by publishing merely the numbers of the candidates, and then supplying the information as to the names to the particular school to which the student belonged and to the students themselves? Is there any reason why we should publish all this detailed information?—Except that, as a public board, you are expected to give full information.

6038. Are you aware that no other public board does it?—Well, I think the public have come to expect you to do it. I think they wish you to do it. I think the schools, too, wish it.

The witness withdrew.

The Commission adjourned until the following morning.

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THIRTEENTH DAY—THURSDAY, FEBRUARY 2ND, 1899.

AT 1.30 O'CLOCK, P.M.

At the Office of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

Mr. T. G. Houston, M.A.

Mr. T. G. HOUSTON, M.A., Headmaster, Academical Institution, Coleraine, examined.

6040. Mr. Justice MADDEN.—Mr. Houston, you are Headmaster of the Coleraine Academical Institution?—I am.

6041. And you have had thirty years' experience as headmaster?—I have.

6042. As Headmaster of the same institution?—No. I have been headmaster of another smaller school, for about one and a half years.

6043. And you were for four years assistant master in the Belfast Royal Academy?—Yes, I was.

6044. You have sent in a very full paper, and as these papers are now in the possession of the public it is not necessary to bring you in detail through the entire of your paper, but I shall call your attention to the main points of your evidence, and you will be afforded an opportunity of supplementing your written evidence by any observations you may now desire to offer. In the commencement of your paper, with regard to the practical working of the system, you state that you cannot regard the working of the Intermediate Act as a benefit to secondary education in Ireland. Would you kindly give the Commission your reasons for coming to that conclusion?—I think that what the Intermediate Act really did do was to open a very profitable industry in a very poor country, and that a great many people were attracted to this industry with the view of making money. My own opinion is that that accounts to a great extent for the apparent success of the Act. It seems to me, as far as my own observation goes, that the quality of education was not improved by the Act. I do not mean to say that a large number of students were not provided with a very good training, perhaps, and furnished with a very great amount of valuable information which they were able to produce in examinations, but what I mean to say is that the education afforded them did not tend to make them turn out better men in after life. The products of the Intermediate Education Act have not been, so far as my observation goes, men of more vigorous and more productive minds. They have not been better writers; they have not been better speakers; they have not been better leaders of men. I do not think they have been better citizens. There is no doubt whatever that the width of education, the field over which it was carried, was very greatly—enormously—increased. A very much larger number of young people in Ireland went forward to secondary or, if you will, to a grammar school education. But then the question is, was that really an advantage? Can we believe that last year there were 9,000 young people, boys and girls, in Ireland who really looked forward to going to the University or to entering the professions, or to any other goal for which an Intermediate education is required? We must not forget in connection with this that a very considerable number, in fact a large number of those who are not merely going forward to the professions, but who actually reach the professions, go across for their education to England, a large, and I am sorry to say, an increasing number. If those were added to the 9,000 seeking Intermediate education in Ireland, the total would be very large indeed. It seems to me that the great advantage claimed for the Act has been that it brought to bear a powerful stimulus on both pupils and teachers, that it remedied the stagnation which was complained of in education throughout Ireland. I think, however, that that benefit is very largely exaggerated. So far as my recollection goes there was very little of that stagnation in the Northern schools. Before that time there were a number of schools founded by private bequest and otherwise which were not doing their duty, and then the Charity Commissioners got hold of them and swept away the abuses with that "besom of destruction," which I think was extremely valuable. I think that was needed, but, so far as my recollection goes, schools before the Intermediate Act was passed were not stagnant; there was plenty of excellent work being done by schoolmasters, and the ordinary stimuli of prizes in schools and honour examinations, and finally the University, promoted a very healthy competition which I think was very good. Then the Intermediate Act came in, and all that was changed. It stirred up, so far as my observation goes, a very fierce rivalry, affecting teachers and pupils alike. My own strong feeling about it is that the stimulus was a great deal too powerful, and the results have not been beneficial, but injurious to education in the best sense of the word.

6045. To what elements in the system established by the Act of 1878 do you attribute those results? You have mentioned that a very large sum of money was distributed, that very large pecuniary rewards were offered by the Intermediate Board. Do you or do you not approve of a large sum of money being distributed upon some system among Intermediate schools?—I approve of it.

6046. You approve of it?—Yes, certainly.

6047. But it is the principle upon which the grant is distributed that you object to?—Yes.

6048. Now what element in the system do you consider responsible for these consequences? I will bring you to the main point at once. Under the Act, results fees must be distributed upon the result of a public general examination of students held for the whole country. Is that the element in the system which you think is responsible for the results you refer to?—Not only the results fees but the exhibitions.

6049. Let us take them separately. Do you regard the system of distributing a public grant of money on the result of a public general examination as a vicious system?—I do.

6050. What would you desire to substitute for it? If there is a large sum of money to be distributed, upon what system would you prefer to distribute it?—I should think a mixed system of inspection and school grants, such as was described by the Bishop of Ross. He stated pretty nearly my opinion with regard to the whole subject. I should wish to be understood as giving my adherence in the main to the opinions he put forward.

6051. Would you altogether dispense with examinations?—Not altogether.

6052. How would you propose that the element of examination should be supplied?—I think that inspection must fail for this reason, that no inspector, at least, no such inspector as I should like to see appointed, could possibly examine the entire work of a high-class school. I do not think that any man would undertake such a thing that had a proper sense of the difficulty of the task. I think that papers would be required to be sent down by experts as before to all the schools for all the higher part of the work; but I think that inspection could very well take cognizance of the part of the work not reached by the examination.

6053. Would you kindly explain that answer?—I think that all the advanced work of the school should be tested mainly by examination papers like the papers which are set at present; I think that a great deal of the work of a school would have to be tested by a written examination, and that it should form the ground for distributing some portion of the grant, at least, for the assistance of schools. And I think that an inspector of ordinary qualifications, if such a man could be trusted by the public, could do a great deal to ascertain the nature of the school work generally and of the school equipment.

6054. What branch of school work do you suggest as the proper subject-matter of inspection?—In the first place, school equipments, I think.

6055. School equipments?—School equipments, very much. I think that if assistance is given to schools it should be ascertained that they are conducted under proper conditions as regards the health of the pupils.

6056. Proper hours of recreation, and recreation grounds where obtainable?—Yes.

6057. Then, as to teaching. In what branches of learning do you consider inspection important?—I should think in the pronunciation of modern languages.

6058. We are in agreement on that?—And of ancient classics too.

6059. As regards ancient classics, do you attach much importance to inspection?—A great deal.

6060. For what purpose?—For the same purpose—pronunciation.

6061. Are you aware that as regards Latin there are various modes of pronunciation?—Yes.

6062. Do you refer to prosody?—Particularly prosody.

6063. Cannot an examination into prosody be had by writing—I mean by asking a student to mark the quantities of the syllables in a certain portion of his task?—To a certain extent it could, but I do not think you could test, for instance, the cadence of a hexameter or iambic line by any system of marking.

6064. I think we all agree that *viva voce* examination in some shape or form would be desirable in classics?—I think so.

6065. Now, with regard to natural science, do you attach importance to inspection—I mean the teaching of chemistry and soforth?—Yes, considerable importance; but I think, perhaps, the importance of inspection with regard to natural science has been rather exaggerated. I differ a good deal from previous witnesses upon that subject. I think all the witnesses whose evidence I have read have rather undervalued the worth of a small amount of knowledge; they call it a smattering. My idea is that one really scientific sound idea, if it is only once implanted properly in a boy's mind, is productive of good in after-life, and should not be disregarded. I think that if a teacher can show in an Intermediate examination that he has implanted in the minds of his pupils such an amount of knowledge he ought to get credit for it.

6066. Is there anything you would desire to add on the subject of inspection—as to the character of the inspection you would suggest, and the subjects which might be tested by inspection, or shall I pass on to another point?—I think Monsignor Molloy has already stated that he would recommend that inspection should be optional—that is to say, that a school should not be compelled to submit to it if it did not wish; that the schools should be invited to do so, and that upon the result of inspection an additional grant should be given. He proposes that a grant should be given as before on written examinations, but that an additional grant should be given as the result of inspection. I think that that is a very good idea. I know that many schools in Ireland are afraid of inspection, very much afraid. I think that a great many of the teachers apprehend that they would be bullied. I think, perhaps, they imagine that they would be subjected to an inspection like that in the National schools. In the case of inspection of National schools, in the nature of things, the inspector is, as a rule, educationally and perhaps in other ways the superior of the teacher; but in the case of high-class Intermediate schools the probability is that the case would be very much reversed, and I think for that reason a great many masters of Intermediate schools are very much afraid of inspection. But I think it might be so conducted as to be perfectly harmless. I have often heard teachers say that their life was hard with the examinations, but that if inspection were added to the examinations as at present conducted, the life of a teacher would be intolerable. That is an expression I have often heard used.

6067. Do you agree with that opinion?—Well, I think that if the examinations were continued just as at present, and a very searching inspection instituted, I agree with it.

6068. An inspection, in order to be a satisfactory basis for the distribution of the entire grant, must necessarily be a very searching one. You would rather deprecate that system?—I would.

6069. You advocate inspection as ancillary to examination, not as a substitute for it?—Certainly.

6070. I have already stated that under the Statute we must estimate the results fees upon the result of a general examination of the students, but that we have under the Act of Parliament power to annex such conditions as we think fit for the receipt of result fees by the managers of schools. Now, assume for the moment that under the Act of Parliament we could enforce submission to inspection as a condition precedent to the receipt of result fees, and assume also that we institute such a system of inspection as you would regard as satisfactory, limited in the manner you have suggested, does that commend itself to your mind as a reasonable solution of the problem?—It does.

6071. Or have you any other suggestion? I do not want to suggest it to you in any way further than by asking whether you have anything better to propose?—No, I think not; it is very much what I had thought. I think, however, it should be optional.

6072. You think it should be optional. Do you think we should still continue to pay results fees at the uniform rate to the teacher of a school who had not submitted to inspection in regard to hygienics and to the pronunciation of modern languages?—I do not. I think the examination grant should be reduced in such a case.

6073. You can hardly call that system optional?—Well, still I think it would be optional in one sense.

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6074. It would be optional in one sense; but, as I understand, you propose that a manager of a school who refuses to submit to inspection should be to a certain extent penalised?—To a certain extent, but that he should not be absolutely debarred from sending pupils in.

6075. I quite understand?—And I would not propose that he should be penalised to a very considerable extent.

6076. Now, on the subject of inspection, before I proceed to some other matters—have you anything to add?—Nothing.

6077. You call attention both in your paper and in your oral evidence to the fact that a large number of boys in Ireland are attracted to a grammar school education—perhaps a larger proportion than one would desire, having regard to the necessities of life?—Yes.

6078. That fact you attribute I gather, to the circumstance that a grammar school education pays the managers of schools better, having regard to the results fees?—Yes, and the parents better also.

6079. And pays the parents better, having regard to exhibitions?—Yes.

6080. In order to obviate that result would you approve of the establishment of separate courses? Take the suggestion that we should have three separate courses: one, a grammar school course; another, which might fairly be called a modern course; and a third, a scientific course; with this additional circumstance, that they should be so arranged as to make it equally worth the while of the managers of schools to educate pupils in view of any one of these courses. Would you approve of that suggestion?—I hardly think so. There are difficulties. If you have three courses you require a very large staff of teachers in schools. It seems to me that the necessity of having a separate commercial course has been greatly exaggerated. There are a class of boys who go to commerce, and who take such a position in the commercial world that they really require a liberal education—or what might be called a liberal education. It seems to me that the requirements of this sort of pupils will be met by a grammar school education up to a certain stage, certainly up to the stage of the Middle Grade at least.

6081. In other words, you would not specialise early?—I would not specialise early. That is a special point I would like to make; I would be against early specialisation.

6082. When would you begin specialisation—in the Senior or the Middle Grade?—Certainly not before the Senior Grade, if in any.

6083. If you are not in favour of separate courses, how do you propose to remedy the evil to which you have called attention, namely, the attraction of an excessive proportion of students to a course more immediately connected with entrance to the universities; how do you propose to remedy that evil?—I think that the state of schools before the Intermediate Act was passed indicated pretty nearly the natural and ordinary demand for Intermediate education in Ireland—pretty nearly so. Of course, no doubt the Intermediate Act has to a certain extent lawfully stimulated that demand, and there is a considerable number of pupils going forward now to Intermediate education who ought to be going forward, but I think there is a large number who should not. I think, however, that changes might be made which would turn the energies of these young people in another direction, and leave the number of students who go in for a grammar school education in its natural state.

6084. Would you propose to devote the entire grant to the benefit of students who adopt the grammar school course, and would you exclude the other students from consideration?—I think not.

6085. I do not quite understand your suggestion; would you kindly develop it?—What I mean is——

6086. You see the position is this, you say that a too large proportion of students now adopt the grammar school course—the course you have described as primarily adapted for those who are about to enter a university?—Yes.

6087. You have attributed that result to the working of the Intermediate system. I should be glad, and I am sure we would all be glad, to have any suggestions as to how that particular evil might be remedied. The suggestion that I brought before you was the establishment of one or more courses other than the grammar school course, in respect of which result fees might be earned by the successful manager of a school?—It seems to me that the difficulty might be met in another way. I think a portion of the grant might be diverted to what is generally called technical education. I think it appeared in the evidence that there were considerably under 100 Intermediate schools that took advantage of the Act in 1879; there are now, in 1899, 324. It seems to me that that is quite an abnormal and unnecessary increase of Intermediate schools. It seems to me that at least one-half of the 324 would be better occupied in providing a good technical and commercial education for boys or girls, who do not intend either to enter the professional walks of life or to go to the university.

6088. Do you propose that any substantial portion of the fund that we administer should be diverted from Intermediate to technical education?—If additional funds cannot be obtained I think it should.

6089. That is what I mean, if additional funds cannot be obtained?—That is my suggestion.

6090. That, of course, I need hardly tell you, is beyond our powers. I asked you could you suggest a remedy for the evil, and your suggestion is that, if sufficient funds cannot be obtained from some other source, a portion of the funds now devoted to Intermediate education should be devoted to technical education?—That is my view.

6091. I see you are in favour of abolishing the limit of age in the various classes?—Yes, I think so.

6092. Would you give us your reasons for that, please?—I think that no abuse is likely to arise from it, because boys and girls can be kept at school only for a given length of time; there is no likelihood of a boy going on till he is twenty-five years of age. I think that if the age limit were abolished boys would remain at school almost the same length of time that they do now. Occasionally, under the present system, a difference of a few days in a boy's birth-day makes a very great difference in his prospects in life and in the classification in school.

6093. Is there no danger that a boy might be kept in a class for which he was unsuited by a greedy manager of a school in order to earn results fees?—I think he should not be allowed to earn results fees twice upon the same pupil, unless that pupil rose from the pass to the honour standard.

6094. That is not exactly the matter that is present in my mind. A boy might be kept back; a boy who ought to be in the Middle Grade might be sent up in the Junior Grade; I mean there might be sent up to compete with younger boys those who, in a better conducted school, would have passed in the Junior Grade. Is there some danger of that?—You speak of competition; do you mean competition between school and school?

6095. At present I am talking of the earning of results fees. The same observation would apply also to competition for prizes with which we have not dealt as yet?—I do not think there would be much danger of that evil; I think the other is so much greater that it would be better to risk it.

6096. What we have to do is to balance the good and the evil; we cannot expect any system to be absolutely perfect?—No.

6097. I pass now from the earning of results fees to the competition for prizes and exhibitions. Have you

any remarks to make upon that subject? I do not mean to invite you to go over what you have said in your paper, but if there is anything you wish to say in addition, we shall be glad to hear it?—I do not think I have anything more to say, except that I think they should be eleemosynary exhibitions, that they should be given when it was shown that the parents of a pupil were not in such circumstances as to be able to pay for his education or to continue that education without such help.

6098. And do you think the exhibition should be paid directly to the student, or used as a means to provide him with education?—It should be entirely used to provide him with education.

6099. I see in your written evidence that you state—"There is no truth-speaking man or woman familiar with the history of the Intermediate examinations who will deny that they are responsible for many cases of ruined health, and not a few of premature death, among the students who have passed through them." Have cases of that description come under your personal notice, or do you merely speak from hearsay?—I speak from personal knowledge—positive personal knowledge

6100. Were those pupils in your school?—No. I cannot say never, because one or two pupils in my school have injured themselves, but in other schools there have been cases.

6101. Was that in competitions for exhibitions?—Mainly in competition. It is a very delicate subject for me to speak upon.

6102. I do not at all ask you to mention names, but if you could give us a typical case of what you refer to, it would be useful. You see, this is a very general statement. To my mind it is a very important branch of our inquiry—the possible effects of examinations upon boys and girls in early life leading to over-strain. I should like something a little more definite?—That is the point upon which I desire to speak most; in fact it is the only point upon which I wished to give evidence. I think it is well for everyone to confine himself to what he feels most strongly upon.

6103. Quite so?—I think, with all deference, it is best to confine one's self to the *a priori* ground which I have stated.

6104. By the *a priori* ground you mean arguing from the tendency of the system?—Arguing from the tendency of the system as at present constituted.

6105. Arguing from tendencies?—Yes.

6106. Does it not occur to you that when you are investigating a matter of fact, *a priori* reasoning is of very much less value than examination of facts?—The reason is because of the extreme difficulty of ascertaining facts.

6107. Then you have not been able to ascertain the facts?—I have, but I do not feel at liberty to speak of them. In my opinion the persons who are most positive in denying all knowledge of over-pressure are parents whose children have suffered, and teachers at whose schools these children have suffered severely from the system. That is my experience; I am sorry to make such a positive statement.

6108. I can understand the suggestion as regards the teachers—but to what would you attribute the unwillingness of the parent to complain of the over-pressure?—I have known a case like this, a parent had lost two children presumably from undue work for the Intermediate examinations. When the second boy died the verdict of the attendant physician was, "Another victim to the Intermediate examinations."

6109. At what age?—At an age to compete for the Middle Grade exhibitions.

6110. Had they been competitors?—They had been successful competitors, and they died very shortly after the competition. I am speaking of one case known to me, and that was the verdict of the medical man. Parents cannot possibly bring themselves to acknowledge even to themselves that they had sanctioned their child going into a competition that had ended so disastrously—that is not human nature.

6111. You know the circumstances of that case?—I know the circumstances of that case.

6112. And to what did these parents, rightly or wrongly, attribute the death of these children?—I suppose to natural delicacy and accident—accidental cold, and things of that kind.

6113. Was it a cold of which the children died?—I think it was some lung trouble.

6114. Lung trouble?—I cannot tell you very definitely. I prefer adhering to the *a priori* ground.

6115. I am trying to elicit your opinion as to matters of opinion, and your knowledge as to matters of fact. I understand that your evidence is that on *a priori* grounds you would expect the system to lead to over-strain and to these consequences which you describe as "ruined health" and "premature death," and that you prefer to rest your case upon those *a priori* grounds?—May I explain one sentence in my written evidence?

6116. To be sure?—Some time ago I perpetrated the folly of writing a book, now happily forgotten.

6117. Do not understand me as regarding the writing of a book as detracting at all from the value of your evidence?—However, the book consisted of a collection of addresses that I had delivered from a very early period in the history of the Intermediate Act; I took up that subject of over-pressure, and I was afraid that perhaps I might have over-stated the case. I was anxious to get the highest authority I could upon the subject before I published the book, and I wrote a letter to the late Sir Benjamin Ward Richardson, sending him all I had written on the subject, and in my correspondence with him he entirely justified on *a priori* grounds every word I had said.

6118. On *a priori* grounds?—On *a priori* grounds, yes.

6119. Now, would you state the *a priori* ground?—The ground is that a child of 13 or 14 years of age has got a long and difficult course; by studying this long and difficult course he can obtain perhaps £20 for his teacher, and he can obtain an exhibition of £20 for himself. Motives of that kind are brought to bear upon poor parents and upon poor teachers. Is it human nature that they should stand out against them, and consider only the child's welfare? That is my ground.

6120. In other words, temptations exist in the present system to over-pressure?—Yes.

6121. How would you propose to minimise, if not altogether to remove, those temptations?—By doing away with competition so far as possible—every kind of competition, except the ordinary healthy competition in a school itself for the ordinary school rewards.

6122. Then you would have no prizes or exhibitions?—There might be moderate or small prizes, but I do not know; if you once introduce the element of competition there is no end to it; it is like record-breaking.

6123. Between a system of simple examination for passes without any prizes and a modified system of prizes, which would you prefer?—I should like to have time to think over it; I have not given the subject sufficient thought.

6124. But I take it as the general result of your evidence that you would minimise competition amongst students?—That is my strongest reason, because of the dangers to health.

6125. The considerations of health?—The considerations of health, and moral considerations also.

6126. Moral considerations?—Yes.

6127. Will you develop that answer a little; I think I understand what you mean?—I think that for a boy to be taught that he is reading for an exhibition, and that that is his main object in life, is morally deteriorating to him, and likely to make him a worse man and a worse citizen in after-life; he reads

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for an exhibition instead of pursuing knowledge for the sake of knowledge itself.

6128. Do you find that many of your pupils pursue knowledge for the sake of knowledge itself?—Very many fewer since the Act was passed; I found a good many did it before that time.

6129. I think I have brought you through the entire of your paper. Is there anything you would wish to add to your written paper?—I think a good many of the difficulties—the administrative difficulties—would be removed or simplified if competition between school and school was done away with. I think, for instance, that the Intermediate Board would be in a position to avail itself of unpaid work like the Society of Arts or the South Kensington Department; that a great deal could be done by persons appointed in local centres by a Board of Governors to save the funds of the Board.

(*At this stage of the proceedings the Chief Baron took the Chair.*)

6130. Rev. Dr. Todd Martin.—I understand that your main objection to the system is the injury to the student's health?—Health and character.

6131. Now, according to your reasoning, I think all examinations involve this risk?—If the stimulus is undue.

6132. So that it is a question of degree?—Yes.

6133. Is the stimulus stronger in the case of candidates for exhibitions under our Board than in the case of candidates for honour or entering a University?—It is brought to bear at an earlier age; that is the reason I have the objection.

6134. And the moral effects are the same, but not so bad?—I do not think the moral effects are at all so bad upon students who have reached maturity.

6135. Does it not equally prevent the pursuit of knowledge on its own account?—I think that that kind of pursuit at the start is most important.

6136. Is there not in every department of life at present an equal danger of over-pressure? Take an apprentice going to business?—I could not speak from experience with regard to apprentices.

6137. Might we not expect to find quite a number of cases, if we searched for them, of lads going to business whose health has broken down, and who are said to have been victims of over-pressure?—Possibly; these lads are not under control. I do not know that the Government of the country could reach them very well. They have tried in factories to protect children from undue pressure under certain conditions, but I do not think a Government Board or a Board appointed by Government could reach the cases you refer to.

6138. Is there any department in life in which our energies are called upon in which there is no danger of the over-pressure of the feebler ones?—I suppose there is not. The strongest argument I have ever heard in favour of the Intermediate Act was that it served to eliminate the unfit, like alcohol or war, or any of those agencies; it served to eliminate the unfit, not from the examinations, but from the world and the rest of life altogether.

6139. Mr. Justice Madden.—By killing them?—By killing them.

6140. And that is the strongest argument you have heard in favour of the Intermediate system?—Perhaps that is too strong; but I have heard a very strong advocate of the Intermediate Act defend it on those grounds.

6141. And what asylum is he confined in?—He is the headmaster of a school.

6142. Rev. Dr. Todd Martin.—That tendency and these results are not special to any locality or any school, but extend over the whole system?—So far as my observation goes they do.

6143. And we may take it that, as far as your observation goes, over the whole range of the competition throughout all schools that state of things exists?—I can only speak so far as my own observation goes.

6144. You propose to get rid of a very important part of the competition by distributing in the individual schools such rewards to students as are to be given?—Yes.

6145. And these exhibitions are to be strictly limited to those who need them; that is, they are to be charitable?—I think so.

6146. Now, practically, there comes a very serious difficulty in dealing with small schools, how can we assure ourselves that these exhibitions are given only in cases of real need, and that no school whose pupils do not need them gets any exhibitions?—You mean no pupils who do not need them?

6147. Yes?—I should think that could be done.

6148. I mean a school in which there are no pupils needing exhibitions—that is, no pupils who are of the class who must be educated by charity. Take a school in which there are no pupils whose parents could not educate them; that school gets no exhibitions according to your principle?—That school gets no exhibitions.

6149. How then would you secure reasonable confidence in the eyes of the community that these charitable exhibitions are honestly awarded to those who need them?—I think it should be by examination of some kind.

6150. But the examination must be of a very selected class, that is of the class who cannot be educated without charity?—Yes. I should think that no one who was not in that position would present himself at such an examination. He would require to produce evidence, as in the case of sizarships at Trinity College, that his means were of that limited nature.

6151. And all over the country pupils who were anxious to compete would make known to the Board their need, and in any school where two or more of these pupils might be exhibitions should be offered for competition; is that your view?—I do not think that a pupil should be obliged to go to any particular school, but should choose his own school, after the exhibitions had been awarded, that the exhibition should be held, not in one particular school, but in any school that the pupil chose.

6152. Is there then to be any competition at all for these scholarships?—I should prefer a qualifying examination simply.

6153. Simply?—Simply a qualifying examination.

6154. And the selection of those who are to be benefited would be left to the Board?—Would be left to the Board.

6155. Coming now to the scheme which you propose in the room of the present one, it involves two elements: first, you would continue the present examinations, but they would not be so severe?—With modifications; yes, with important modifications.

6156. That is to say, a general written examination?—With a certain amount of liberty to the governing bodies of the schools to select their own courses, subject to the approval of the Board.

6157. Then it cannot be a general examination?—Not a uniform examination; that is, that the same papers should not necessarily be sent down to each school, but perhaps a certain latitude of choice would be allowed, say, in regard to authors; that one school might read one set of authors, and another school would read another set, within certain limits. So that perhaps there might be half a dozen papers prepared in Latin for a particular grade, and one paper sent to one school, or set of schools, and another paper to another school, or set of schools.

6158. The examiners then would prepare a certain paper for a school teaching a particular course?—Yes, I think so.

6159. So that we might have, taking an extreme case, nearly 400 different courses in one subject?—Well, of course, you might regard 400 as an extremely abnormal and not a natural number

6160. It is a possibility?—I hardly think so. There would be a certain amount of uniformity, for instance, in mathematics; the papers might be the same all over Ireland in mathematics, and possibly in grammar and science the papers might be all the same. It is principally in English authors and in classical authors that there might be a limited choice.

6161. Your method reduces itself to this—that the only difference is that in English and in classics you would allow a school a choice?—And in modern languages.

6162. And in modern languages?—I think so.

6163. Now as to inspection. Your inspection is intended, first, to take account of the school premises and equipment?—Yes.

6164. And then of the education of the pupils?—Yes.

6165. Would you contemplate a thorough examination of the pupils by the inspector?—I think not. I do not think any one or even two inspectors would be qualified to examine all the scholars in all the subjects.

6166. What, then, would their inspection consist in?—Mainly the parts of education not touched by the papers. I think the advanced work would be tested by the papers, and elementary work, such as reading, writing from dictation, and perhaps the pronunciation of modern languages and the classics, should be tested by an inspector.

6167. Then you propose to remunerate a teacher by a capitation grant on these pupils who passed the inspection?—I think so, and on those who passed the examination.

6168. Which of those do you make the principal test?—I should think at first, tentatively, the written examination, and then let the inspection be introduced perhaps gradually.

6169. You have said in your paper that the boys who are not going in for the Intermediate examinations are with difficulty kept to their work in the schools now?—I find it so.

6170. You find it so in your school?—I do, very much so.

6171. You do not limit that statement to candidates for exhibitions, do you?—Of course, boys are not interested merely in obtaining results fees for their masters; if they have no chance of obtaining any prize or exhibition themselves I find that the examinations dishearten them, and they require to be pushed.

6172. So that I was wrong in supposing that you meant the pupils who enter for the Intermediate. You limit it now to the pupils who have some hope of an exhibition or prize?—They are the only pupils who work really well and enthusiastically—the pupils who have some hope of a prize; the others generally require to be pushed.

6173. That has not always been so?—No; it has not always been so in my experience.

6174. They require now to be pushed more vigorously than before?—They would require to be, and yet I think the headmaster has a very unpleasant task in pushing them. Measures that were in vogue in former times when no such pecuniary interests were involved would not do now. I think a conscientious man could not use the same severity in pushing boys to get results fees for himself that he could when the only object he had was the good of the boys.

6175. You think that the Intermediate Act has unduly stimulated education—that is, of the grammar school type?—I think so.

6176. You would like to see, if it cannot be otherwise obtained, the formation of technical schools out of the funds given to this Board to distribute?—I think so. I think a large number of the 400 schools might very properly become technical schools.

6177. Of course you take into account this, that a large proportion of those schools are girls' schools?—Yes.

6178. Dr. BARKLEY.—I see that in addition to proposing to abolish competition between schools, you propose to limit the number of schools that should be assisted by the Board. On what principle should the Board select the particular schools and say they will give assistance to those schools and not to others?—Well, through the number of pupils, the buildings, the equipment, and the facilities for education. I think the limit of ten pupils is not a good limit; to say that ten pupils constitute a school I think is rather a mistake.

6179. I suppose that that was meant to provide for the cost of schools that were established necessarily upon a somewhat small scale and expected to grow larger. What limit would you suggest?—That is a detail I have not sufficiently considered.

6180. Do you not think that a number of small schools that have been helped under the Intermediate system were really required and have done good work?—Some of them perhaps were, and I should think they would not be extinguished by any change in the Act. Schools that were not wanted would go out probably.

6181. What you object to are cases where three or four rival schools that are not required by differences of religion have sprung up in the same locality?—Mainly.

6182. That does not apply in Coleraine, I think?—No, there are no other Intermediate schools in Coleraine.

6183. Except for girls?—Except girls' schools.

6184. You hope to get rid of competition between schools by a change of system, so as to have the examinations in the schools themselves and inspection. If a number of schools asked for examination and inspection, and if they satisfied the examiners and the inspectors, would they not form an additional claim upon the limited fund we have to dispense, and in that way reduce the amount that can be received by other schools; would there not be competition in that way?—I hardly follow you.

6185. Say that we have at present something like 380 schools receiving results fees, some on a very small scale. Supposing that 100 more schools come in and ask for an examination on the new plan and for inspection, and that those schools satisfy the examiners and the inspectors, would not that be an additional claim upon the funds which are limited in amount, so that less money could be given to each individual school?—You mean suppose 500 came in instead of 400 schools?

6186. Yes?—I think that is extremely improbable.

6187. You know that there has been an increase in the number of schools coming in in the past, and it is said that there are some schools that have objected to the examination system, but that might wish to come in if the change was made?—I do not think that practically any difficulty would arise from this cause.

6188. If more schools satisfied the examiners and inspectors under the new system than under the present system, the grant to each school would necessarily be diminished?—I think that so many of the present schools would fail to satisfy the Board that no probable increase would at all make up for the falling away in the number of schools that came up to the standard required by the Board.

6189. If the existing schools were all to satisfy the examiners, in some cases schools that showed a larger number of pupils would get an increased share of the money, while schools that showed only a small number of pupils would get a smaller share than they now get. Would not this give rise to a certain amount of competition?—I think a certain amount of competition is inevitable between school and school, because the reputation of the school, the character of the teachers, the esteem in which the parents hold them—these are elements of competition that cannot be got rid of, but they are healthy elements. Perhaps the element you mention might be regarded as a healthy stimulus.

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6190. You do not object to competition between schools altogether?—It is inevitable, quite inevitable.

6191. Is there not another difficulty, that if the report of a particular school was very favourable, and the report of another school was much the reverse, the school that was badly reported upon would say that it had not got fair play, and perhaps appealing against the report would call for a fresh inspection?—I think some difficulty of that kind is quite inseparable from inspection, but I think in practice it might be got over.

6192. If separate examination papers are sent to different schools according to the programme which the master has put forward, is there not some danger of some schools saying that the examination papers sent to one school were easy, and that their pupils secured a larger number of passes, while the papers sent to another school were unduly difficult, and their pupils secured a smaller proportion of passes?—Of course my recommendations involve your doing away with the publication of results, so that it would be a matter between each separate school and the Board.

6193. Results must be looked to by the Board, because it has to distribute the grant, and it can only distribute the funds at its disposal, and if the results were such as to make greater demands upon them than at present——?—I think I apprehend your question; I think I see what you mean—that one school might be jealous of another and say that the other school was getting a great deal of money for much inferior work, that the papers sent to them were easier, and that they were earning results fees for doing less work, and that their own work was better, but not so well paid.

6194. Yes?—That is another question that I have not thought sufficiently of.

6195. The difficulty seems to be connected with the fact that we have money to distribute. If we were simply an examining body with no money to distribute, that difficulty would scarcely arise?—Not to any considerable extent.

6196. You complain that the programme is unfair to the Intermediate teacher, and that things have been getting worse in this respect. Can you give us any instance of how this injury is effected?—Well, in the first place it is absolutely unavoidable. You must take the programme up, or give up your position altogether. A parent will bring a boy to you and say, "My boy has got to get the advantages of the Intermediate system; you must prepare him in the particular work suitable to his age;" and the master, no matter whether he thinks that work suitable to the wants of the boy, or suitable to the wants of the school, or not, has no choice, but must put that pupil into a class suitable for that work.

6197. But I was drawing your attention to your complaint that things are getting worse in that respect. I understand your objection to a uniform programme existing at all, but in what way have things been getting worse as compared with the earlier period?—In the first place the examinations have been getting more difficult; the standard has been getting higher; it has been rising from time to time, and examiners have expressed themselves very much pleased with the better work that has been done. No matter how high they raise the standard, the examiner will still find students to come up to it, because they will be forced to do so. The other point is, that it has encouraged specialisation and discouraged general information. My own view is that a tolerably wide general course of instruction is best for the boy, best for his intellectual development in after-life; while the tendency of the Intermediate rules has been of late to encourage specialisation, and to make a boy take up only a limited number of subjects.

6198. Do you think the examination papers might be divided into two sections, perhaps not obliging a boy to confine himself to one of the two sections, but saying distinctly which are the questions that ought to be attempted for the purpose of a pass, and which questions a boy who merely aims at a pass might let alone. Do you think anything of that sort would be an improvement?—I do not think separate papers should be set for pass and honours, because the boys who prepare for pass and honours must be educated in the same classes, and therefore I do not think that such a change would be desirable.

6199. The idea is not so much of setting separate papers as of distinguishing the pass questions in the same paper from the honour questions?—I do not know that I would fix anything, I would let the student find out what he can answer and what he cannot.

6200. But is there not a possibility of a student mistaking what he can answer?—That is, of course, possible, but I do not see how you can remedy that. I should be rather against a separate paper or a separate division of questions.

6201. As regards the papers getting harder, does that difficulty not apply to a greater extent to boys simply aiming at a pass than to boys going up for honours?—Perhaps it does; yes, I should think it does.

6202. I see you refer to the exodus of Irish boys to English schools. Is there any reason for attributing this to the working of the Intermediate system?—Well, I think a great many of the better class of people—the people who have means to send their children to English schools—disapprove very much of the competition to which I have referred; I think that they are rather inclined to agree with my view about over-pressure, and about the iron nature of the programme, and that, having means, they refuse to submit their children to such an ordeal, and send them across to England for their education.

6203. Have you any reason to suppose that it is on that ground that they send them to England. Are there not other reasons that have always led parents of that class to send their children to England if they can conveniently do so?—Yes, but I am speaking of what parents have said to me. Perhaps it has been merely an excuse, but parents have alleged to me that that was the main reason for their sending their children across to English schools.

6204. Then under the head of "Alterations in the System," you say that the payment of results fees was intended to effect the improvement of the schools where they were too poor to provide proper buildings and pay sufficient salaries—sufficient to attract the best men to their service. The results fees given at present are much larger, owing to an additional source of income having been provided, than they were at the beginning of the system. Do you still find that they are inadequate to enable proper payments to be made to teachers?—That is largely a personal question. My own attitude towards the Intermediate course has been somewhat different from that of my professional brethren, and I hardly like to quote my own experience in that respect as a universal rule. I have rather drawn aside from the Intermediate competition—particularly in recent years.

6205. Then this statement represents your own experience, I understand?—It represents my own experience.

6206. I believe you have tried some experiments in dealing with results fees?—Yes.

6207. There have been advertisements showing that certain payments were made to pupils who had passed on account of results fees earned by them?—Yes.

6208. Have you found that this experiment has answered well?—I am much obliged to you for giving me an opportunity of referring to that matter. I had two reasons for doing that.

6209. Mr. Justice MADDEN.—Kindly explain what it was exactly, because I did not quite catch what the matter was to which the question referred?—Dr. Barkley referred to the fact that in the school which I have under my care, a portion of the results fees had been offered to the pupils who were successful in obtaining results fees and did not gain exhibitions. What forced that step upon me was the fact

of this touting for pupils. I found that parent after parent of my pupils came in and told me that they had been solicited—written to—as soon as their children showed signs of progress, to let them go to other schools because the other schools found the results fees obtainable for them were so valuable, and my school was in danger of getting emptied of its clever boys just by that touting. The advertisement referred to was a reply to those underhand attempts, and there was another reason, which I should hardly care to state, for my taking the step I did. I hoped that, perhaps it might contribute in some small degree to bringing about a Commission such as the present.

6210. Dr. BARKLEY.—Does not that rather tend to show that you had a sufficient sum for the purposes of the school, and that you had money to give away?—I never personally took any great advantage from the results fees.

6211. But if the money was wanted for the better payment of the teachers, or for the improvement of the school, surely it was a surplus after providing for these objects that you disposed of in that way?—It was what had formerly gone to the remuneration of the teachers. My colleagues and myself thought it necessary to take the step we did owing to the extreme prevalence of the habit of touting for pupils. We thought that there was no other way of resisting it.

6212. I suppose you know that that action was complained of to the Board?—I believe so.

6213. You think there is no other way of meeting the system of touting. Would the parents themselves not be disposed to select the best schools for their children?—Well, a certain class of parents would be, but a great many parents are not highly educated, and are not at all qualified to resist such temptations. I know as a fact that representatives from some schools have gone round like commercial travellers into other towns, called upon the pupils of the teachers situated in those towns, and pointed out the advantages which they would obtain by coming to them. It is a very great and crying-out evil, particularly in the case of ladies' schools.

6214. It has been stated in the evidence before us that the ladies' schools have endeavoured to meet that evil by entering into an agreement between themselves that they would do their best to resist any such practices, and not only not participate in them themselves, but not give any reductions to people asking for them?—I am afraid I could not have any great confidence in an arrangement of that kind. I am afraid it would be something like the arrangement amongst the cycle agents in Ireland, that they should all demand the same price for a machine; I fear it would not work.

6215. But is there not a certain amount of *esprit de corps* amongst teachers, as in other classes?—When there is a large question of money involved I am afraid that the *esprit de corps* will not prove a very effective barrier.

6216. Rev. Dr. TODD MARTIN.—There was a case mentioned here of a teacher being charged with having applied in writing to the parent of a pupil that the parent should send his son to his school, and the teacher proved that he had not known of the existence of the parent or the pupil. Now may it not be that a good deal of this touting is rumour?—My own reason for saying it is that the parents of the pupils who have received the letters have informed me of it. That is my authority for making the statement.

Rev. Dr. TODD MARTIN.—In the case I have referred to the parent of the pupil informed the schoolmaster that he had received a letter from the headmaster of another school offering special advantages, and it was proved that the man had received no such letter.

6218. Mr. Justice MADDEN.—Did you ever yourself test any of these cases in the way in which that witness proved to us that he acted—by making inquiries. It was stated that the parent of the boy, in order to induce the master of a school to give some advantages, stated that the manager of another school had offered to take his boy at a very low figure, but on making inquiries the story had turned out to be an absolute falsehood. Did you ever yourself test any of these cases?—Two cases occur to my mind just now, and the parents in both cases were clergymen of very high character who told me so.

6219. O'CONOR DON.—But you did not test their statements?—No.

6220. But I understand you yourself had given the results fees back to the parents?—I have done so in order to meet that touting and for the other reason mentioned.

6221. To what extent—in how many cases?—I have done it for the last three or four years.

6222. You have done it as a practice?—As a practice—expressly to meet the evil I complained of.

6223. The whole of the results fees, or only a portion?—Half,—to pupils who passed the Intermediate examinations without obtaining exhibitions.

6224. And what proportion of the results fees did you return to the parents of the students; did you return the whole, or only a portion?—Half of the results fees won by the pupils.

6225. With regard to all the students who did not gain exhibitions or prizes?—Pretty nearly all; of course not in the case of students holding free scholarships or anything of that kind.

6226. Dr. BARKLEY.—You object to the exhibitions now awarded as being too large; to what extent do you think they could be reduced to advantage?—I am not prepared with any suggestion; I have not thought sufficiently on the subject.

6227. I suppose the objection applies to all the grades; it does not apply merely to the amount in the highest or the amount in the lowest grade?—I think they are most objectionable in the higher grades; the amounts are more excessive there.

6228. It has been proposed to us that in the case of the Preparatory Grade no exhibition should be given—that if anything were given it should be a small amount in the form of prizes. Would that be a great improvement?—I think the Preparatory Grade should be abolished altogether.

6229. Of course the Preparatory Grade is one of the sources of the results earned by the schools—they get results by boys passing in the Preparatory Grade as well as in the higher grades?—According to the system I suggested of course the same boys would bring results to the schools through inspection; they would be the Junior boys of the school.

6230. That could only be done in case there was a change in our Act. We could not, under the Act, give results to boys who were not examined?—No.

6231. You suggest that exhibitions should be limited to poor boys. Is there not a great difficulty in carrying out any arrangement of that sort when the funds come from a central board. If they were raised in a locality, the locality might be able to decide in what schools poor boys are likely to require assistance, and to award a certain number of bursaries for poor boys in those schools; but is it not difficult for us, as a central board, to distribute the funds which we have to give as exhibitions on the principle of poverty?—I should think it would be difficult, but not impossible.

6232. Would not one great difficulty be the feeling that would naturally arise that some localities were favoured in preference to others?—The inhabitants of any locality would be at liberty to submit their claims to the Intermediate Board.

6233. But how are we to compare the claims of Derry, say, with those of Cork or Killarney?—Would each case not be considered on its own merits?

6234. We can only distribute a limited fund in exhibitions. Supposing a great number of claims come in from all parts of the country, how are we to settle the amount that is to be given to one locality or to another?—I have not thought of giving it to localities, but to individuals.

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6235. I thought your proposal, as given on the paper here, was that these exhibitions should be foundations in connection with particular schools?

Mr. Justice MADDEN.—Earned by the pupil.

6236. Dr. BARKLEY.—This is what you say in your printed evidence—"I would therefore suggest that the very desirable object of assisting poor boys or girls who possess talent might be achieved by founding in connection with assisted schools scholarships of adequate amount, awarding them only to pupils of limited means, and making them tenable only on certain conditions?—I quite see your point in reference to partiality to certain localities, and, as you say, it would be a difficult thing to avoid, perhaps, the appearance of that, but I do not think it is impossible. I think any system involves difficulties, so far as that goes.

6237. I thought in your answers to Dr. Todd Martin that you were possibly suggesting a general examination for those boys, but I was not quite sure of that?—I think the examination should be such as to satisfy the Intermediate Board in some way of the fitness of the applicant. I mean that every boy who applies for a thing of that kind should satisfy the Board of his fitness to obtain a grant.

6238. But is the Board to be satisfied by a general examination over the whole of Ireland, or by special examinations for different schools?—That is a detail as to which I should require consideration for; I could not quite answer that on the spur of the moment.

6239. Rev. Dr. TODD MARTIN.—You see the difficulty?—I do, quite.

6240. That there are two qualifications—one is special talent in the boy, the other is poverty. We should require evidence of both?—Yes.

6241. And you propose that there should not be a general competition of the poor, but that it should be in the particular school or locality. Now, one difficulty would be that it would be impossible to satisfy one district that we had not transferred the charitable fund too largely to another?—I think that the examination should be, not competitive as between boy and boy, but qualifying—that the parents of a boy who came up to the proper standard would be allowed to present him to any school.

6242. But I am thinking now of this. You see a qualifying examination has this difficulty in my view, that you cannot be sure that the candidate is a specially talented boy whom the State ought to educate?—I see your point, and no doubt there is a difficulty, but I do not think it is insuperable.

6243. That is quite apart from another serious difficulty—that I do not see how we could command the confidence of the country that we were distributing this charitable fund with due regard to all the interests concerned?—I understand.

6244. Dr. BARKLEY.—There is another difficulty that occurs to me. The amount of money the Board could set apart for exhibitions is necessarily a limited sum. Supposing we made the examination not competitive but qualifying, you might have many more boys passing the qualifying examination, and satisfying the Board of their poverty, than the sum available would provide for?—But you could make the standard as high as you liked.

6245. That would be making it competitive to some extent. If you raise the standard, you introduce a certain element of competition?—If the number presenting themselves was too great for the funds at the disposal of the Board, then I think raising the standard would be the only way out of the difficulty.

6246. I see you refer in your paper to the teaching of elementary chemistry which formerly existed in your school, and you say that the passing of Rule 25 made it necessary to give up chemistry entirely. How did it have that effect?—The boys found that they could only score in a more limited number of subjects, and chemistry was not the most convenient subject for them to score in; the consequence was that they came to me, with their parents' sanction, for permission to stop learning chemistry, and I therefore had to give it up.

6247. But you are aware that the limitation of the number of marks a boy could tender himself for was intended to check one of the evils you referred to, that is, the very extensive courses which some boys took up. If a boy can only go in for 6,000 marks in the Junior Grade, it necessarily limits the number of subjects he can take up; and if he takes up subjects amounting to 6,000 marks, and takes chemistry in addition, he has a more extended course than if he takes them up without chemistry?—I do not think the boys have had their work made lighter in working for a smaller number of marks; I think they have worked harder for the smaller number of marks than they used to do for the larger.

6248. But they have worked on a smaller number of subjects?—Yes, they have worked on a smaller number of subjects, but I believe the work has been more difficult.

6249. They were formerly allowed to go in for 7,000 marks?—Yes.

6250. That allowed them to take up more subjects than at present?—Yes; but I do not think it increased the work; there was a greater variety in the work they had to do then, the standard in each subject was not so high as now, and the passing from one subject to another was a sort of relief, passing, for instance, from science to classics or *vice versa*.

6251. But still every subject took up a portion of the boy's time, did it not?—Of course it did.

6252. Is it not an advantage to a boy to have his work limited to a moderate number of subjects, rather than to be able to take up two or three subjects in addition?—I think a boy should get credit for a comparatively small amount of knowledge, and should have a tolerably large number of subjects at that stage; that is my opinion.

6253. There have been complaints that our courses in classics, for instance, are much shorter than the courses prescribed in former days. Is not one reason for that the number of subjects a boy's time is given to?—I do not quite understand. You prescribe the courses.

6254. Yes, but we are told, for instance, that one book in the Æneid is prescribed as the poetical book in a year, whereas perhaps six books would have been a year's work previously. Is not that partly the result of the number of subjects that a boy has to prepare himself in?—Partly; yes, I should think it is.

6255. And were there none of the boys who had taken up so much less than the maximum course that they could continue to take chemistry also?—Well, I am speaking of the practical effect, that is, that chemistry died out. The establishment of the Preparatory Grade had a good deal to do with it too, but it completely died out.

6256. Then it was at the time the Preparatory Grade was established that this change took effect?—It took effect rather gradually—in the course, say, of two or three years.

6257. Did the boys who attended these lectures usually enter for chemistry as a subject?—Most of them who were qualified by age did, but a very much larger number did not.

6258. Was it when passing in the Junior Grade that they entered for that subject?—A large number of students, not connected with the Intermediate at all, attended the class. The seniors, for instance, who were going into college always did; it was one of the subjects for our school scholarship.

6259. How are they affected by the change?—Of course I could not find time to teach the two sets of boys separate lessons. I could not lecture in chemistry to those boys and leave the other boys alone unless I could have got a larger staff of assistants.

6260. Most Rev. Dr. WALSH.—In reference to this matter of touting, I understand that it was on account

of your belief that the system existed that you paid a considerable amount of money over to the boys or to the parents of the boys?—Yes, it was to a very considerable extent on account of that; my hand was forced by that practice.

6261. That is a very good test of the sincerity of a man's belief when it leads to his paying large sums of money as a means of defending himself against the evil that he believes to exist?—Yes.

6262. As a matter of general notoriety, have you not heard the system of touting spoken of as an existing, and an objectionable thing?—I have, frequently—very frequently.

6263. Have you ever heard the existence of it seriously attempted to be denied until this Commission commenced its sittings?—I cannot remember that I have; just now I do not remember that I have ever heard it denied.

6264. We have had evidence here that an agreement was come to between a large number of the lady teachers, the headmistresses of schools, so convinced were they of the existence of this evil, and of the importance of putting it down?—Yes, I was aware of that.

6265. Has any corresponding agreement, to your knowledge, been come to by the headmasters of boys' schools?—There has not, so far as I am aware.

6266. Personally, whatever the grounds of your belief may be, you have no doubt whatever that the system of touting exists?—None whatever. Well, I would say existed. I think that step I took had a very considerable effect in putting it down.

6267. You mean in your own neighbourhood?—Yes, as regards my own neighbourhood it has had a great deal of effect, and perhaps in other quarters also. I think it was a very strong step.

6268. But such a step would hardly affect the existence of this evil in other parts of the country?—No

6269. Has it ever occurred to you that the form in which our results are published is calculated to encourage a system of touting?—I think so; very much so indeed,

6270. In what way; will you kindly explain that?—Well, the number of students who pass—who gain exhibitions—is made a matter of public notoriety, and their names are published in all the newspapers, and one school can find out exactly how the pupils of another school have done. If that school thinks it can attract a promising pupil, and it is prepared to do so, it knows so much about the state of the other school, owing to the publishing of the results, that it is tempted to have recourse to touting.

6271. Whether on that ground or any other, do you think it would be advisable to change our present mode of publishing the results?—I do not think they should be published at all.

6272. It has been represented to us that it is of use educationally to make publicly known how many pupils, boys and girls, went in for examination in particular subjects, and how many passed?—I think it may do more harm than good. It may in the first place be entirely unjust; it may give an entirely false idea of the work done by a school, and a school may be seriously injured in that way.

6273. But suppose the schools were not named; is it not of importance to make known to the public that so many hundreds or thousands of boys and girls went in for a particular subject in a particular year and that so many per cent. passed?—I do not think that could do any particular harm; that does not involve the element of competition in the same way at all.

6274. Are you aware that that is the way in which the results of the Cambridge local examinations are published, without any indication of the name of the candidate, nothing given but the candidate's examination number. You are perhaps not aware of that?—I was not aware of that.

6275. You may take it that it is so. Do you not consider that such a plan would secure all the educational advantages that are attained by the present system, and at the same time keep us free from this evil of touting?—I think it would do a great deal to keep away the evil of touting.

6276. You spoke of parents sending their sons to England as one regrettable result of the Intermediate system?—I did.

6277. Perhaps no case has ever come within your own knowledge in which a parent was influenced by the fact that sending in a child for the Intermediate examination involved the publication of the actual educational position of the child, passing in certain subjects, failing in others, and the publishing of that to the whole country. Perhaps no case of that sort has come within your own knowledge; if so you had better not speak of it?—I have a vague recollection of hearing of things of that kind, but I have no absolute personal knowledge of any such case, and I would therefore rather not speak about it.

6278. You attach great importance, I see, to the element of elasticity in a system of school work in any country?—I do.

6279. Not pinning all the schools down to a common programme?—I do, great importance.

6280. You are aware that in the English school examinations great importance is attached to elasticity. Have you read the report of the English Secondary Education Commission?—I have not read the report, but merely references in newspapers and elsewhere, and I cannot speak on that subject from my own knowledge.

6281. Supposing importance is attached to it in England, and that it is found in England, as in other countries, that it is of the highest importance on educational grounds to secure the utmost elasticity possible in the school system of the country, can you conceive any reason why the same element of elasticity should not be educationally desirable in Ireland?—No reason whatever.

6282. At all events, no reason occurs to you?—No, none whatever.

6283. You have made a suggestion in your written evidence about the examination papers. I take it from the answers you have already given that you consider it essential that the present form of examination paper should be changed?—I think so.

6284. You do not attach any importance to having separate papers; perhaps you would rather prefer having the separation of the two classes of questions made upon the same paper?—Yes, I would rather have the distinction made, if at all, on the same paper, and not separate papers given.

6285. Having them separated and distinguished in different sections on that paper?—Into different sections.

6286. Now let us take the pass papers. Of course you are aware of the point that has been frequently brought out here, that whereas nominally our percentage for a pass is twenty-five, it is in reality very much higher than that?—That is true.

6287. Because as a matter of fact it is not 25 per cent. on the pass matter, but 25 per cent. upon the whole range of the paper?—That is so.

6288. What percentage of marks would you consider sufficient for a pass, supposing you were dealing with a properly constituted set of questions, or with a separate pass paper, which comes to the same thing?—Somewhere between 30 and 50.

6289. And in all probability that would not be a higher percentage, or as high, as we require at present?—I do not think it would.

6290. It would also have the advantage of giving the candidate a greater range of questions to choose from?—Yes, I dare say it would.

6291. And that of course is desirable?—That is desirable, yes.

6292. Would you consider that making the pass arrangements more reasonable would have the effect of bringing in a much larger number of boys?—Yes,

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particularly if there were some relaxation of the age limit; the two together would, I should think, cause a very large augmentation of the number.

6293. You are aware that the amount of money to be given in results fees is practically a fixed amount?—I have not thought of that.

6294. Well, it is, as a matter of fact; you may take it that there is a certain amount of our grant available for that purpose?—Yes.

6295. It follows, as a necessary consequence of your suggestion, does it not, that there must be a smaller amount paid per head if you bring in a larger number of boys?—Certainly it does.

6296. And that might result, perhaps, in your school getting less than it gets at present?—I do not think so.

6297. You do not think it would?—No, I should think a great deal more.

6298. But even if it did, you would not regard that as a reason for not introducing a better and more reasonable system?—Certainly not.

6299. If too much money is going to one set of people, that is no reason why a better arrangement should not be made which would bring in a larger number of people, even though the amount given per head was less?—Certainly not.

6300. On the contrary you consider that the change ought to be made in the interests of education?—Yes, in the interests of education.

6301. About inspection; you naturally attach a great deal of importance to it. You spoke of inspection in reference to modern languages, as a means of testing whether the languages were properly taught, that is, taught with a view to pronunciation?—Yes.

6302. You were asked, I think, also about a somewhat similar matter in connection with the ancient classics?—Yes.

6303. Is it your experience that a knowledge of prosody—a knowledge of the actual rules of prosody, and even the power of applying them to particular words, is a guarantee that a boy will pronounce those words correctly—I mean as regards putting the accent on the proper syllable and so on?—In Latin particularly; of course Greek is a chaos as regards pronunciation.

6304. Have you ever met with a case of this sort. Take the Latin word *custodi*—a very common word: have you ever met with a case of a boy who could tell you with absolute confidence that the second syllable of that was long, but at the same time would pronounce the word like the English word "custody"?—I do not think I have. I think proper training in prosody would entirely obviate such pronunciation as that.

6305. Supposing the boy was taught that the rule to be followed was that if there was an English word like it, he was to follow the English rule, and there is an English word "custody"?—That would be a very bad system to teach.

6306. Is there anything whatever to check that kind of teaching in our present system of examination?—I do not think there is.

6307. A system of inspection applied to the ancient languages would check that?—It would.

Mr Justice MADDEN.—The boy, his Grace supposes, knows that the second syllable is long.

Most Rev. Dr. WALSH.—I am not merely supposing a case; I am speaking from actual knowledge of such a case.

CHAIRMAN.—He could tell you that the "o" was long.

6308. Most Rev. Dr. WALSH.—The point is that he knows that, and yet does not see that it should require him to pronounce the word in a certain way?—Training seems thrown away on such a point as far as results are concerned.

6309. A very important suggestion was made to us here, I think by Professor Mahaffy, that a useful exercise in the modern languages would be dictation—that if there was dictated to a French class a certain passage in French, it would test the knowledge of French to a certain extent, not merely in the matter of pronunciation, but also outside that narrow range. Do you think it would be possible to work out a system of that sort, considering the difficulty of getting anything like competent readers to send out to all the centres over the country?—I am afraid dictation would be a very difficult matter indeed—French dictation; I do not think you could get it done properly.

6310. Have you introduced shorthand into your school?—I have.

6311. You have, of course, an oral test—an exercise in dictation in shorthand; or have you?—Our shorthand pupils are not advanced; they are working more on the lines of learning the system, not writing it.

6312. I understand; but you see that would be a very imperfect way of teaching shorthand in the higher ranges. The reason I have for putting this question is that Mr. Holt has kindly shown me the rules they have for dictation in shorthand in England, and the way the dictation is managed is this. The teacher of the school, in the presence of the inspector, dictates at a prescribed rate; the boys have the advantage of hearing the dictation from their own teacher, and if there was anything defective in the dictation of the teacher he would have only himself to blame, and no blame would attach to the inspector?—I think that would be an admirable system.

6313. Could the same principle be applied in the case of modern languages, to let the teacher who had the advantage of being able to pronounce French properly dictate in the presence of the inspector some piece of French selected by the inspector?—I think it would require a very high standard; I think a boy might have a very good knowledge of the language and yet not be able to write French when dictated in that way.

6314. You think the standard required would be too high?—I think it would be rather high.

6315. I thought it was a very good suggestion when Professor Mahaffy made it?—I have had students coming to the school who pronounced the words for "the girl," "lah filly."

6316. Then, if that test be too high, I suppose the only other way would be for the inspector to be present when the teaching was going on?—Yes, and to hear the pupils read and speak French.

6317. CHAIRMAN.—There are a few matters as to which I do not think you have been asked. There are 121 pupils on the roll of your school?—Yes, on the last roll sent out.

6318. About how many of those were within the Intermediate ages, such as could be presented at the Intermediate examinations. Perhaps you have not he figure?—I have not the figure; I could not say.

6319. A general question will suit me as well. I suppose you are aware that only a small proportion of the students of the Intermediate schools are presented for the examinations?—I am aware of that.

6320. And that a very much less number pass?—I am aware of that.

6321. I believe if I said that not one-third of them presented themselves, and that not one-fourth of them passed, I should not be very far astray?—I think not.

6322. Now the entirety of those students of course represent the average all over Ireland; amongst them are brilliant boys, average boys, and rather dull boys. That is so, is it not?—That is so.

6323. Do you think that an examination from which that result ensues is a fair examination, as a pass examination, to ascertain average merit?—I am not sure, Chief Baron, that I quite appreciate the gist of your question.

6324. Do you think that the papers can be fairly adapted to what ought to be the capacities of the average boys of the ages we have to deal with, when the extraordinary result ensues that in such a

country as Ireland, not one fourth succeed in passing. Does it not show that the papers must be much too difficult?—The papers are too hard; I quite agree.

6325. Is it your practical experience that many boys that have the average knowledge suited to boys of their age in the subject matters in which they go up for the Intermediate examination are not able to pass?—That is my experience, undoubtedly.

6326. In other words, that the remuneration to the teachers is not paid in respect of the entire class that it was intended to reach?—That is my feeling.

6327. And to that extent it acts as an injustice to the manager of the school?—I think so.

6328. Has it not, in addition, this other result—that as results fees are only paid——By the way, I shall ask you another question before I come to that. There must always be a certain average of dull boys that you would hardly expect to pass an examination—has that been your experience?—Always.

6329. I do not suppose you would put that at more than 20 per cent., would you?—Of the entire school, you mean?

6330. Of the entire school, without any selection of the best boys?—I should put it higher; I should put the percentage of dull boys much higher.

6331. What percentage would you say?—Thirty-five, perhaps.

6332. Boys that could not pass any examination at all?—Well, nothing deserving of the name of examination—nothing that would be sent down in printed papers. Thirty to thirty-five, I should think, would be a fair percentage to take.

6333. But still we have it that not one-half of the students whose knowledge ought to entitle them to pass do pass. The result of that is that the results fees of those that do pass are doubled?—Yes.

6333A. There is a fixed fund to divide amongst the number?—Yes.

6334. The less the number who share in it the greater the amount each unit receives?—Yes, I understand.

6335. Must not that element tend largely to promote this evil of touting. The moment that a boy proves himself to be one that is fit to pass in the earliest examination he shows that he is a person who can earn for his teacher an amount of money which would represent what was provided by the Legislature for many more boys than one?—I think that is one of the most fruitful causes of touting.

6336. If a system were framed by which the manager should be paid according to the number of pupils whom he efficiently taught—by that I mean in reference to whom he used due and efficient methods of teaching—that injury would be entirely obviated, would it not?—I believe so.

6337. Of course you recognise that the thing for which the State ought to pay a teacher is the efficiency of his teaching. He is paid for his work, and his work is efficient teaching?—Certainly.

6338. Applied to a certain number of students?—Certainly.

6339. The knowledge that the boys acquire is not his work; it is the effect of his work operating upon something else; is not that so?—Yes.

6340. Therefore, when you say that the teacher is paid for work done, it is not accurate to describe that work as the number of students that pass; the real work is his efficient teaching applied to a certain number of students?—To the whole school.

6341. That is what I mean, to the students in his school?—Certainly.

6342. Now do you observe that if you estimate his remuneration not upon the number of pupils that are taught, but upon the number of those that pass a particular standard, you introduce a foreign element into the computation. There you do not deal with the work done by him, but with the effect of it?—I think I follow you.

6343. Do you not see that logically, acting upon the principle of paying for work done, what ought to be ascertained would be first the efficiency of the teaching and then the number of pupils taught?—You mean the number of pupils in the entire school that come under the teacher's teaching.

6344. I will divide them into classes if you wish. You have got a certain number of pupils in a class that are going in for the Junior Grade?—Yes.

6345. You have one common mode of efficient teaching which is used in reference to all?—Yes.

6346. Now in reference to that class, if we put the circumstances of the country out of consideration, would not the mode to ascertain the State payment of the man teaching that class be to ascertain whether his teaching was efficient, such as could be approved of by the State, and then to multiply the unit of remuneration by the number of the class?—I think so; yes.

6347. I ask you that for the purpose of bringing you to this question. Of course all these matters of examination and inspection involve money, and it is essential that we should be as economical of our funds as we can. You recognise that?—I do.

6348. And you recognise that if we adopt your system of examination of individual students at their schools, it will be a costly matter more or less?—More or less.

6349. Supposing we take roughly 400 schools in Ireland, and that you have to examine students in those 400 places in some twelve different subjects; surely that will cost a large sum of money?—Yes, but should there be 400 schools? Could 400 schools put forward real claims?

6530. Well, we have 393 centres at present, or something of that sort?—I know; I am fully aware of that.

6351. That is going to another question, you see, as to which schools are within the Act. But I want to bring you to this. Supposing you could ascertain the efficiency of the teaching otherwise than by examining every student in every subject in which he presented himself, why, in your view, would not that be a satisfactory mode of distributing this grant?—I think that a very difficult question to answer.

6352. That is just the reason I ask your opinion upon it, because it is one of those that this Commission will have to decide, and I want the experience of teachers?—I do not like to express an opinion unless I have thought of a subject carefully over. I would rather not express an opinion about this.

CHAIRMAN.—Then of course I shall not ask you.

6353. Mr. Justice MADDEN.—One further question I should like to ask. In your paper you say:—"In the primary schools of England and Scotland, as well as of Ireland, I understand that the 'results system' has been found by teachers a well-nigh intolerable burden. In Irish Intermediate schools the pressure is felt even more severely, owing to the large pecuniary interests involved in every examination." Now, I want to know whether you put that statement forward as a matter of fact within your own knowledge, or whether it is a conclusion you have arrived at, to adopt your own phrase, on *a priori* reasoning?—May I ask you to repeat the question?

6354. I will read it again:—"In the primary schools of England and Scotland, as well as of Ireland, I understand that the 'results system' has been found by teachers a well-nigh intolerable burden. In Irish Intermediate schools the pressure is felt even more severely, owing to the large pecuniary interests involved in every examination." That means, of course, felt by Irish Intermediate teachers, even more severely than in England and Scotland where it is "a well-nigh intolerable burden." What I want to know is whether that is a statement of a matter of fact within your own knowledge, or is it a statement which you make upon what you have called *a priori* grounds? Do you, as a matter of fact, tell us that the Irish teachers feel the pressure as "a well-nigh intolerable burden," or do you mean that they ought so to

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feel it. Which is it?—There are two classes of teachers in Ireland—there is the class of teachers represented by the gentleman who considered it an advantage in the Intermediate system that it eliminated the unfit.

6355. That it killed them off. Is that a large class of teachers?—I should not say large, but considerable; there is a percentage, at least, of teachers who have that attitude; they like the element of competition, and do not appear greatly to care whether their pupils are hurt by it or not.

6356. Is that the class of teachers who, according to you, approve of the system?—I do not like to make strong statements.

6357. But you have already made strong statements. I am not in any sense of the term cross-examining you; I only want to ascertain the grounds on which you made the very strong statement that the teachers in Ireland feel a certain thing to be "a well-nigh intolerable burden." That is a strong statement, and I simply want to know whether that is a deduction arrived at by *a priori* reasoning—or whether you know that the teachers do so feel it?—I was going on to say that there is another class of teachers, people very sensitively organized, with their moral sense highly developed, sympathetic people, such as I consider are proper to have the care of children. From my own experience many of them do feel it an intolerable burden; the other class of teachers of whom I have spoken like fighting, and they would prefer matters to remain as they are, and more so.

6358. Do you mean to say generally of the better class of teachers in schools in Ireland, that they feel the Intermediate system a well-nigh intolerable burden?—Many teachers of what I consider the better class do so feel it. I consider the better class the people I have described.

6359. Have you looked through the answers that have been sent to us by teachers and managers of Intermediate schools?—I have looked through them.

6360. Does your examination of this Blue-book at all modify your statement?—I should think the result of my reading has been rather satisfactory; I have found that there were more people perhaps of my own opinion than I had thought. I have been surprised a good deal by some of the answers.

6361. Then before you studied this Blue-book you thought there were not many of your own way of thinking. I do not want to press you, but you have stated that as a matter of fact the teachers felt a certain thing to be an intolerable burden, and it would be very important if they did so feel?—I had been told that I was a "*vox clamantis in eremo*"—the voice of one crying in the wilderness—but I have found that there is a very large number of intelligent people who largely sympathise with my views. I was surprised at their number, I must say.

The witness withdrew.

The Commission adjourned until the following morning.

FOURTEENTH DAY—FRIDAY, FEBRUARY 3RD, 1899.

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

C. E. FITZGERALD, M.D., Fellow of the Royal College of Physicians, examined.

6362. CHAIRMAN.—Dr. FitzGerald, you, as we all here know, are a Doctor of Medicine, a Fellow of the Royal College of Physicians; Surgeon Oculist in Ordinary to the Queen in Ireland, and Surgeon to the National Eye and Ear Infirmary?—I was Surgeon to the National Eye and Ear Infirmary, but I resigned.

6363. Your practice is very extensive in matters connected with the eye and the ear?—Yes.

6364. You have been good enough to attend here at the request of the Commission?—Yes.

6365. Has your attention been directed to the effect of the working of the Intermediate Education Act upon the health of students, either as regards their eyesight or their general health?—To both. It struck me some years ago, even after a comparatively short period of the working of the Act.

6366. Would you be able to say about how long after the Act came into operation your attention was first directed to it; I only ask you in a general way?—I think it must have been about three or four years after.

6367. And from that time to the present your attention has been continually directed to it?—Yes.

6368. Will you kindly state what your opinion is as to the effect of the operation of the Act upon the general health of students; I shall take that first?—Well, a break-down generally, and a feeling of lassitude and weakness, especially amongst the girls.

6369. Of course, that would be a natural consequence of excessive nervous strain?—Certainly.

6370. And would result from over-pressure in studies?—Certainly.

6371. I suppose it would be much more marked in students of a highly developed nervous type than in others?—Yes.

6372. In reference to eyesight, I suppose your attention was also particularly directed to the effect of the operation of the Act upon the eyesight of students?—Yes, and especially to complaints of weakness in the sight, and also what is extremely important, the increase of short sight.

6373. Did you at the time form the conclusion that that arose from this over-strain and over-study?—Yes, certainly; because it was a matter to which great attention had been devoted in other countries, notably in Germany and the United States, where very extensive investigations have been made by eminent men in the subject, and, what was perfectly recognised, that with the advance of civilisation there must inevitably be a deterioration both in the eye-sight and the health. About the year 1886 an important work was published on the "Refraction of the Eye," by Dr. Landolt, of Paris, who had collected a number of these statistics, which extended over the examination of about 70,000 students, and the increase of short sight in that investigation was extremely remarkable. The investigations had been carried out with great care, especially in the United States, with regard to the examination of students at their entrance to schools and universities and at the period of their leaving, showing that there was a very definite and remarkable increase in short sight.

6374. I need not ask you, Dr. FitzGerald, whether it is not eminently necessary before advising upon an abnormal state of the eyesight in young persons to determine the cause of it as well as you can?—Certainly.

6375. And your attention had been specially directed to the effect of over-study in schools in consequence of the works and observations you have referred to?—Yes.

6376. Well, you yourself, at the time, did attribute the abnormal state of the eyesight which you observed to over-pressure caused by the operation of the Act?—Undoubtedly so. It had struck me so forcibly that on various occasions I had been on the point of bringing the matter before the public, but I shrank from various reasons from coming forward about it.

6377. Was the number of students that you found affected in this way very large?—It was. Unfortunately, I omitted at the time to make a special mark upon those students, and so I have been absolutely unable to produce the numbers.

6378. The numbers are quite immaterial; the general recollection upon your mind is sufficient?—That is most marked.

6379. And you found that this evil existed very extensively?—Very.

6380. Have you had occasion, Dr. FitzGerald—I suppose you have—from time to time to confer with your colleagues in this city and with other eminent men in Belfast and Cork in reference to the effects of the operation of the Intermediate Education Act?—Unfortunately I have not, but I have done so since I wrote my letter, and I have got a few letters that I should like very much, if you will give me permission, to read, because I think they are of great importance.

6381. Certainly. I shall be very glad if you will refer to any of them, should you like to do so now?—Just as you wish. The first letter I have is from Dr. James Little, Regius Professor in our University. It is as follows:—

"14, St. Stephen's-green, Dublin,
"January 23rd, 1899.

"MY DEAR FITZGERALD,—I have read with interest your letter on the subject of the injury inflicted on the general health and on the vision by the present system of forcing boys and girls beyond their ability for the sake of

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obtaining rewards. From facts which have come under my own observation I am sure you are quite right, and in one respect I go farther than you do. I have been surprised at the evident want of intelligence in children who have been brought to me, and regarding whom I am assured that they have scored wonderful marks and gained astonishingly high places at examinations. They have not been left with good working brains for the battle of future life.

"Observation has made me a great believer in hereditary capacity. The majority of boys whose parents have followed agricultural pursuits cannot without risk be exposed to the strain required by intellectual efforts of a fatiguing kind, and efforts which not infrequently debar them from the physical exercise necessary to sound physical health, and such boys and girls, besides being rendered themselves less useful citizens, will hand down to their children vulnerable constitutions, prone to give way both in mind and body.

"Believe me,

"Faithfully yours,

"J. LITTLE."

The next was from Sir FRANCIS R. CRUISE, M.D. :—

"Merrion-square, W., Dublin,

"January 27, 1899.

"MY DEAR FITZGERALD,—I hope your excellent letter to the *Daily Express* may command the attention it deserves.

"Just now the public are beginning to learn something of the evils of the Intermediate system, which heretofore were known only to those in immediate contact with its results, and not even to all of them, for many have been blinded by various influences and interests.

"The Intermediate system violates sound principle. To *educate* means to "draw out" and develop the mind—the system in question does little but "cram in" at all costs and hazards.

"I did not reply to the document sent me touching the Commission now sitting, simply because the answer was so obvious to me that I could not suppose it was not equally so to everyone else.

"As regards the evil effects upon health, resulting from the high pressure involved in the Intermediate system, I have to say that they have been disastrous in *many* cases within my knowledge.

"It could not be otherwise, and the specially deplorable fact is that the harm was done for no adequate reward.

"The desperate competition of modern times necessarily involves hard work, and overwork, and the weak must go to the wall in the race of life; but this special injury to young people is not alone mischievous, but more than useless.

"As to the remedies, that is too big a subject to touch now.

"Yours ever faithfully,

"F. R. CRUISE, M.D."

The next is from Dr. JOHN WILLIAM MOORE, the President of the Royal College of Physicians :—

"40, Fitzwilliam-square, West, Dublin,

"February 2, 1899.

"DEAR DR. FITZGERALD,—I have read with interest your admirable letter on Intermediate education, published in the *Daily Express* of Monday, January the 16th.

"It is my confirmed belief that you have arrived at a sound and just conclusion as to the pernicious effects of over-straining in connection with the examinations held under the Intermediate scheme.

"Memory has been over-taxed, while the reasoning powers have lain fallow, with the result that once the examinations are over, study has been thrown aside with mingled disgust and contempt.

"But physical consequences of an untoward kind also have resulted in many instances—periodic headaches, anæmia, constipation are among the less serious evidences of impaired health. Enfeebled resistance to epidemic diseases and to tuberculosis may be mentioned as an example of the graver deleterious results of the existing system of educational 'gavage' or forced feeding and examination at high pressure.

"In the interest of the young people of this country I trust that your views will be endorsed by the Commission on Intermediate Education and Examinations, which is now sitting; and that effect will be given to the excellent suggestions you make in your letter.

"I remain,

"Yours faithfully,

"JOHN WILLIAM MOORE."

The next is from Sir CHRISTOPHER NIXON, M.D. : —

"2, Merrion-square, Dublin,

"January 27, 1899.

"MY DEAR FITZGERALD,—I fully concur with the views which you have expressed in your letter as to the deleterious effects which the existing method of working the Intermediate Education Act leads to in many cases.

"I have already, in a short memorandum which I forwarded to the Secretary of the Commission, referred to cases coming under my own observation where from over-pressure of work, conditions of mental strain, and mental fatigue (cerebrasthenia) were produced as a result of the vicious system of result fees, and absence in many instances of discrimination in the amount and the character of the mental work which the pupil could undertake with safety. In the various forms of bodily training due regard must be paid to individual conditions which are very varying in character. With what greater reason should careful supervision be exercised in dealing with the highest organ in the body, and one the most intricate in its structure and function.

"I cannot pretend to be in any sense an expert on Intermediate education, but I think with you that a well organized system of inspection of schools, coupled with local examinations and endowment, in part at least based upon such inspection and examination, would be more beneficial for the future manhood and womanhood of Ireland than the present sordid system, which puts a money prize as the main object to be gained by the pupil and his teacher.

"Believe me,

"Very truly yours,

"C. J. NIXON.

"I have seen quite a number of cases of affections of the eye amongst Intermediate students, mostly cases of over-strain of the accommodation—that is the focussing power—and due doubtless to defective conditions of light as well as over-use."

The next is from Professor FINNY, M.D. :—

"36, Merrion-square, Dublin,

"31st January, 1899.

"MY DEAR FITZGERALD,—I fully concur in your medical opinion of the deleterious effects of the strain put upon the physical and mental powers of candidates for the prizes of the Intermediate Examination system—and I have from wide experience had ample proofs of epilepsy, hysteria and other mental states having been induced in young adolescents—male and female—by the severe ordeal of 'cramming' necessary to obtain prizes under that system.

"Yours very truly,

"JAMES FINNY, M.D."

The next is from Dr. H. R. SWANZY :—

"23, Merrion-square, Dublin,

"30th January, 1899.

"DEAR FITZGERALD,—In reply to your inquiry I have to say that so far as my experience goes the Intermediate Education system is exceedingly harmful to the eyes and eyesight of young people. It is, I find, especially trying to eyes which are any way defective, and of these there are, as you know, very many among young people. But for eyes also which are correctly formed, it is in my opinion a frequent cause of the commencement of short-sight with all its attendant disabilities and dangers.

"I consider the ill-effects we have already seen are as nothing in comparison with those which will be found in many of these young people when they attain to middle life, and when they may have assumed serious responsibilities.

"I find it to be frequently my duty, for the sake of their eyesight, to prohibit children from continuing their efforts to gain prizes, and to advise their parents to allow them to go in merely for the pass examinations, if not to look for schools which are not tyrannized by the Intermediate system.

"Very truly yours,
"H. R. SWANZY."

The next is from Dr. J. B. STORY:—

"6, Merrion-square, Dublin,
"January 31st, 1899.

"MY DEAR FITZGERALD,—I fully agree with you in your assertion that the working of the Intermediate Education Act has been attended with injurious effects upon the physical condition of students, but I am not in a position to judge as to how far your suggestions would tend to remove this blot in the working of the Act

"I have seen many students, more girls than boys, whose health and eyesight has in my opinion been permanently injured by their studies in preparation for Intermediate examinations. I think the reason more girls are injured than boys (if this be the case as it has been in my experience) is that the former have not the same inducements (such as out-door games) to cultivate physical health, and that their teachers do not know so much about the importance of health as a factor in the struggle for success in life.

"Believe me, yours sincerely,
"J. B. STORY."

This is from Dr. ARTHUR H. BENSON:—

"42, Fitzwilliam-square, Dublin,
"February 2nd, 1899.

"MY DEAR FITZGERALD,—I have read with much interest your letter of 16th, published in the *Express*, and most heartily concur in all you say. I could recount many sad results of over-pressure of both boys and girls (and most especially of the latter) due to the present method of result fees in schools, &c.

"In one instance, a cousin of my own, a girl of very exceptional intelligence, has had to give up entirely the use of her eyes for the past two years, and is reduced to the condition of a chronic invalid through over-pressure of work for Intermediate examinations (at which I may remark, she got almost the highest marks in her grade).

"A niece of mine had to be taken from school for a time and entirely forbidden to go in for the Intermediate examinations owing to the serious injury to her general health which the amount of work which she was forced to do had caused. So long as she had her name on the list for the Intermediate examinations she was forced on beyond her strength to compete for the prize or certificate, or whatever it was she was expected to get.

"I am delighted to hear you are taking up this side of the question, for if health and eyesight fail what earthly good can result to the crippled body from its mind being able to scan an ode of Horace or solve a problem in Trigonometry?

"Very sincerely yours,
"ARTHUR H. BENSON."

This is from Dr. WILLIAM A. M'KEOWN, one of the leading Oculists in Belfast:—

"20, College-square, East,
"Belfast,
"30 : 1 : 99.

"MY DEAR FITZGERALD,—I agree with every word you say in your letter to the *Daily Express*. I am frequently consulted about children who are studying under the Intermediate Board in relation to complaints regarding vision, and I almost invariably advise a discontinuance of study for a long period. This advice is often not received kindly even by parents when prizes of considerable amount are at stake. I have myself noticed very often a general impairment of health.

"But you must remember ophthalmic surgeons see only a small proportion of the sufferers for two reasons—first, because of the prevalent notion that short-sightedness is really not a bad thing at all, and the general ignorance and carelessness of people generally; and second, because in the immense majority of cases the children are taken to the optician and the parents think they have done all that is necessary when a pair of glasses of some kind is provided.

"Believe me,
"Yours sincerely,
"WILLIAM A. M'KEOWN."

The next is from Dr. JOHN WALTON BROWNE—from Belfast also:—

"10, College-square, N., Belfast,
"1st February, 1899.

"MY DEAR FITZGERALD.—I have read your very excellent letter in the *Daily Express* and am glad to say I endorse all your opinions.

"I have seen numberless cases of boys and girls suffering from seriously impaired eyesight and thoroughly run down in health; all their trouble being caused by the pernicious system of 'cramming' for the Intermediate Examinations.

"Believe me,
"Yours sincerely,
"J. WALTON BROWNE."

This is from Dr. JOSEPH NELSON, also one of the leading Oculists in Belfast:—

"29, Wellington-place, Belfast,
"30th January, 1899.

"MY DEAR FITZGERALD,—I agree with all you state in letter to *Daily Express*.

"Every year I have several cases where eyes and general health have suffered from 'Intermediate Education.' Without knowing the full history of a case—having no information as to whether patient be an Intermediate student or not—one can often diagnose in the affirmative by observing the rounded shoulders, the peculiar gait, the ever falling chin, the wearied and anxious expression before ever examining the eyes at all.

"I think the system is for the nation a vicious one, and I have often said so to parents of patients who have come to consult me concerning their sight, &c.

"One of the weakest points in the system is that pupils who are naturally not quick and intelligent, and who are really in most need of the help from the teacher, are liable to be neglected in favour of those who really do not need any assistance.

"Yours truly,
"JOSEPH NELSON."

And this is from Dr. ARTHUR SANDFORD, the leading Oculist in Cork:—

"13, St. Patrick's-place, Cork,
"1st February, 1899.

"MY DEAR FITZGERALD,—I have read with great pleasure and interest your letter regarding the working of the Intermediate Education Act in relation to the effect of 'result fees' and prize-cramming on the physical condition of the candidates.

"I entirely agree with the views you have expressed upon the subject, and I think, moreover, that you have put the case very moderately. It is only upon reflection that one realizes how very frequently one has to protest against the natural inclination of parents, teachers, and the pupils themselves (all from different standpoints) to secure if possible the prizes offered under the Intermediate scheme even at the expense of physical health. I am very glad you have drawn attention to this subject.

"Believe me,
"Very truly yours,
"ARTHUR SANDFORD."

Feb. 3, 1899.

C. E. FitzGerald, M.D.

6382. Now, Dr. FitzGerald, this Commission is asked by the Lord Lieutenant to report whether it considers any alterations to be necessary in the system, whether those alterations would render necessary a change in the Act, or whether they could be effected by rules under the Act, and therefore I wish to bring you to the essential principle of the Act, for the purpose of ascertaining whether in your opinion the conditions that you observe are necessarily incident to the working of such a principle. The principle is that of one general examination in writing for the students all over Ireland. Upon the answering at that examination depends whether the managers of the schools, in which the students are educated shall or shall not receive results fees, and whether the students themselves shall or shall not receive large pecuniary rewards. You observe that such a system as that necessarily causes intense competition amongst students, and that its tendency must be to induce also competition amongst schools, which may re-act through the teachers in the schools upon the pupils. Now, I wish to ask you, Are you of opinion that that is a good system upon which to distribute a grant of money?—I am not.

6383. You think it is essentially vicious?—I do.

6384. You think the abnormal states of the general health and of the eyesight of students which you observed is necessarily incident to the existence of such a system?—I do.

6385. It has been suggested by some of the witnesses that the papers that have been set in the examinations are of too difficult a character. You see, no matter how easy the questions are, the competition necessarily must continue amongst the students; and that if the questions were such as might be answered without a strain by students of average ability, the standard of education for the best boys might be reduced below that which would be normal. Now, in your opinion, could any system of setting examination papers, consistent with the principle of the Act which I have mentioned to you, fail to be attended with results such as you have observed so long as human nature is human nature—which, I suppose, will be long after this Commission has ended its duties?—I think that is so; I think that the only plan that could be adopted to get rid of it would be by separating the questions.

6386. You mean, by having one set of questions for pass, and one set for competition?—Yes.

6387. But even were that done the same evil would exist amongst those who went in for the competition?—Yes, that is so.

6388. And even then, the questions for the pass students, unless they were of a very easy character, necessarily would have the effect you mention upon that class of students who were hardly able to answer them?—Yes. The whole system of competition is repugnant to me—I feel that that is what lies at the root of the evil—that, after all, the prize, as it has been well said, the prize of a good education ought to be quite sufficient.

6389. But, you see, if we could obtain the prize of a good education without the results that you mention, it would be very desirable, would it not?—Yes.

6390. Of course, in dealing with this money-grant under the Act the matter to be aimed at by the State is efficiency of education?—Certainly.

6391. And if you have efficiency of education to a given standard, and a number of average students taught with that efficiency, the result will be a fixed result?—Yes.

6392. Very well. Therefore, as we cannot alter the general average of the students the only factor that we have to deal with is the efficiency of education?—Yes.

6393. Now, would you approve of a system by which we should endeavour to ascertain the efficiency of the teaching given in each particular school by actual inspection, by inspection of the teacher at his work upon the class, possibly by some few questions to the class in order to ascertain whether they really appreciated what the teacher was doing, and that having ascertained the efficiency of the teaching in that method we should then give to efficient schools, but only to those, a certain amount of money, measured by the number of pupils that had the benefit of that efficient teaching?—I think that would be much the best arrangement.

6394. And do you think that any system of inspection that would leave untouched the necessity of this general examination as a condition precedent to any money being paid to a teacher in respect of his pupils, or of any prize being paid to a pupil—do you think that that would be right?—Yes, I think that that would be the best system.

6395. And that it could not be worked by leaving the examination as it is at present existing?—Yes.

6396. In other words, that, although the examination might exist for the purpose of exhibitions, which at present we can hardly abolish, there should be no examination for pass students, and that the teachers' remuneration should be ascertained by the efficiency of his teaching ascertained by inspection?—I think so. Another point, if I might refer to it about inspection is, that I think it would be very important that the inspection should also extend to the condition of the school itself, the lighting, the ventilation, the seats and desks of the students, and also the books used.

6397. Yes; and inspection in a sanitary sense, too?—Certainly.

6398. You know a good deal about the circumstances of Ireland, the number of students who avail themselves of university education, and the number of students that present themselves for examination under our system. We examined upwards of 9,000 students during the past year. You know that but a very small proportion indeed of those can enter the universities, which is the normal conclusion for a grammar school course. And you are also aware that, unfortunately nearly all our professions are over-stocked, and that the vast majority of students that come in under our system must seek their livelihoods by occupations other than professions; a number of them must go into commercial life, and, I dare say the occupations of a large number of others will be connected with agriculture. Now, could you give us any assistance in reference to an optional course of studies for students of the latter class? I ask you because I see you have referred to it in your letter?—Well, I do not pretend, as Sir Christopher Nixon says, to be at all an expert on education.

6399. Neither do I, Dr. Fitzgerald; I do not pretend that I am an expert?—But still, as I think I pointed out in that letter, it appears to me that an endeavour to put more prominently forward an ordinary English education, with the study of a modern language, would be of much greater importance; and there is one thing I should rather like to see introduced as a subject of education for all, and that is some Elementary Physiology.

6400. Are you aware that under the late Commission on Manual and Practical Instruction there was a recommendation that even in National schools an effort ought to be made to teach elementary science, including the sciences which underlie the art of agriculture; I do not mean agriculture as an art, but the sciences which underlie it?—Chemistry?

6401. Yes; chemistry in a practical way?—I was not aware of that recommendation.

6402. But that is the fact. Are you of opinion that we ought to encourage the teaching of the

same subjects in our Intermediate schools?—Certainly, I think that.

6403. One other question as to scientific education. You are aware, Dr. FitzGerald, that when a student here wishes to acquire a very high knowledge of chemistry he is obliged to leave this country, as a rule, and go to Germany; is not that so?—I am afraid it is so.

6404. I mean that a brilliant young student destined by his parents to become a first-class practical chemist, who will receive a high salary in a large brewing establishment, or in a large company for the manufacture of chemicals, is always obliged to go to Germany?—Yes.

6405. And it is difficult to obtain in this country even as much knowledge as will enable him to take advantage at first of the higher teaching in Germany?—Yes.

6406. Now, considering that our professions—divinity, law, medicine, and education—are rather over-stocked, are you of opinion that it would be for the interest of education in this country to encourage the teaching of chemical and practical scientific knowledge with a view to enabling students to avail themselves of the higher teaching in those subjects by which they will be able to attain high position in these new professions, such as those of chemistry and electricity?—Well, I think every opportunity should be afforded them to do so, but I must say that I should not be very much in favour of its being made in any way a sort of compulsory subject.

6407. I do not propose that it should be a compulsory subject. The general idea which I have in my mind, I may tell you, is this, that there ought to to be a certain number of courses in our system, any one of which a student should be at liberty to take up with the advice of his teacher; that these courses should be so constructed that as far as possible they should be of equal difficulty, and should involve equal mental training; that the remuneration to the teacher in respect of each should be the same; that the prizes and exhibitions obtainable by the students in each should be the same, so that there should be no extraneous circumstance to induce a student to adopt one in preference to another, that the choice should depend entirely upon the idiosyncrasies and capacity of the student. Would you approve of a system of that description?—Certainly.

6408. It would be a matter of detail what those courses should be?—Yes.

6409. Is there any other observation you would wish to make in relation to the subject-matter of our Commission; we are very anxious to obtain your opinion upon all the important questions which we have to consider?—I do not think there is.

6410. Mr. Justice MADDEN.—Allow me to say, Dr. FitzGerald, that the branch of our inquiry to which your evidence is directed is to my mind one of the most important, if not the most important, that can engage our attention; and I should very much like to have your assistance, in order to see how we may cope with this most important matter. As I understand, you, and the other eminent medical gentlemen who have favoured us with their opinions, trace certain evil results, which you have clearly detailed, to over-pressure?—Yes.

6411. To over-study. Now that over-study is in your opinion the result of excessive competition?—Yes.

6412. And I take it that your advice would be in administering this Act to minimise as far as we can competition amongst students, and also competition amongst schools?—That is so.

6413. I observe that Mr. Swanzy in his letter calls attention to what, indeed, would be almost a necessary inference, that the competition is most keen, and disastrous results, more to be apprehended among the students who compete for exhibitions and prizes?—Yes.

6414. And it is less, with regard to those who merely endeavour to pass?—Yes.

6415. That is natural. It would seem that no matter what system we adopt for the distribution of the public grant, if we keep up a system of exhibitions and prizes for pupils, there must always be keen competition?—I am afraid that that is so.

6416. I think we have only to call up our own recollection of college to remember that any men who injured their health by reading were not the pass men, but the honour men?—Yes.

6417. Do you think that the entire abolition of exhibitions and prizes—for we must look at both sides of the question, the physical and the educational—would have a bad result on Intermediate education? You would not discourage healthy competition, I suppose, or are you against competition altogether?—I am.

6418. I assure you I want your opinion. I am not going to express any opinion of mine, but do not understand me as against your view?—I take my view a great deal from a very practical nation, and that is our American friends. I have had a good deal of experience in that from my own son having passed through one of their most noted institutions, the Massachusetts Institute of Technology at Boston, where they discourage it entirely.

6419. They discourage competition?—Well, they have a few scholarships that have been offered, but they are only given, as a rule, I think, to those who are in needy circumstances, or in particular counties. But all competition is absolutely put out there as far as possible, from the feeling, I think, that it is injurious. And it would be absolutely disastrous there, because the pressure is so great that my son told me when he was in that an enormous number—I forget how many—broke down entirely from the ordinary work.

6420. Quite apart from any particular systems of education or of distribution, we must all recognise that the competition in the race of life is now extremely keen?—Quite enough.

6421. Are you able to distribute fairly the responsibility for the disastrous results that you have mentioned between the keen competition in the race of life and the particular system under which students in Ireland are examined? It could only be done approximately?—I could not say that I could do that.

6422. You have referred to Germany and to America, and I gather from your evidence that something of the same state of things has been brought under the attention of medical men, and especially of oculists there?—Yes.

6423 Our Intermediate system does not exist there?—Not exactly, except that in Germany there are two systems of schools, and it is in the higher ones that we find the greater increase of short sight.

6424. But in Germany and in America the same phenomena have come under the notice of medical men as those with which your evidence is conversant?—Yes.

6425. You have called attention to certain features of our scheme that seem to accentuate the difficulty?—That is what I think.

6426. Quite so. Then your practical suggestion to us would be to minimise, if not altogether to do away with, competition amongst students?—That is my feeling.

6427. I suppose reading under any circumstances is not particularly good for the eye-sight?—No; that is a recognised fact, that any near work is injurious.

6428. Near work, such as that of a jeweller or an engraver, or reading. And yet I believe, Dr. FitzGerald, that up to the present time we have not discovered any means of acquiring knowledge of books except by reading, and therefore all we can do is

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to minimise, as far as we can, the dangers as to eye-sight?—Yes.

6429. There is a provision in our rules which is not a necessary part of our system, under which managers get larger results fees in respect of students who gain honours. Your evidence would be rather in the direction of abolishing that provision, would it not?—I think it is distributing it over a larger surface, but the principle is the same, I am afraid, or the evil is.

6430. There would be a greater incentive to over-educate the few who could gain honours and prizes if the manager of the school gained a higher reward in respect of them than he would gain if they merely passed. That seems to be obvious, but I put it to you in the form of a question?—Yes.

6431. I want to see practically how far we could carry out your suggestion and minimise competition. However, if you have not considered that particular point in our system, I will not press you upon it?—I think, if I might say so, if I do not mistake, that is a point that was brought in in Lord Justice FitzGibbon's examination with regard to the management of the Masonic school, where there are very practical managers like Lord Justice Fitz-Gibbon that give a good deal of time to looking individually after the pupils. In that case there was no objection to it, but I am afraid we cannot always rely upon that.

6432. You were asked some questions with regard to the system of inspection. You are aware—the Chief Baron has told you most clearly—that under the Act we are obliged to estimate results fees as the result of an examination at present?—Yes.

6433. And you have given your adherence to a system which you regard as preferable. I will not go into the details of your opinion with regard to that, but, applying one's mind to practical suggestions, supposing we still are compelled to estimate results fees in the first instance upon the result of an examination not that we decide to enforce inspection as a condition precedent to the receipt of results fees, would you, if there is inspection, regard the sanitary condition of a school, proper hours for recreation, and the proper arrangement of the class-rooms with regard to light and so on, as matters of importance in inspection?—Of very great importance.

6434. You think that something might be done in that way?—They are of very great importance.

6435. It is quite possible that the arrangement of class-rooms with regard to light might have a disastrous effect?—A very great effect. That is one of the recognised points in Germany especially.

6436. That is very important?—And also the type of the books used.

6437. Is that a recognised feature of class-rooms in Germany; is it considered a matter deserving of attention that there should be proper light?—There is a very large amount of literature on the subject, yes.

6438. We might obtain that, might we not, by a system of inspection?—Certainly.

6439. At present we have no safeguard of that kind?—I fear not.

6440. Now, with regard to the type of books. A great many books are excellently printed now, and a good many books are infamously printed; I think you will admit that?—Yes.

6441. And you think that we should exclude all books that are not sufficiently well printed to be safely read?—Certainly, distinctly so.

6442. And that might be a rule of the Board?—Yes. It was one of the points brought forward with regard to the German text that it was so injurious; hence most of the scientific books now in Germany are printed in the same type as ours.

6443. Does your knowledge of the German or American systems enable you to offer any other suggestions as to difficulties which could be remedied by inspection?—I think the chief points are the ones I have referred to.

6444. Light?—Light, ventilation, seats, and desks—which are very important—and the type of the books.

6445. Seats, desks, ventilation, and type?—Yes.

6446. And something might be done to minimise the evils of too much reading?—Certainly—the hours; of course, that is most important.

6447. The hours, yes. I suppose that no educational course is ever as good an education for the eye as field sports. No system, even the most ideal system of reading, can improve the eyesight?—No.

6448. O'Conor Don.—One word with regard to Germany. Have there been similar complaints from the medical men, and especially those connected with the eyesight, in Germany as in this country?—Oh, yes. What first drew attention, and led to the investigations being made, was the very alarming increase of short sight; this drew the attention of the oculists to it, and then a number of them went in for it, and very careful investigations were carried out, and statistics compiled.

6449. And they have observed exactly the same results?—Yes; they are quite marked there.

6450. Even more so than here perhaps?—Well, with regard to that, unfortunately, I have not the numbers to go upon; they are the only two countries that I know of where really thoroughly reliable investigations have been made on the subject.

6451. You are aware that in Germany they have not the same educational system that we have?—There is no doubt about that; it is not the same, but the difference in the system does not affect what I consider to be the very injurious results of those competitions.

6452. Whatever induces greater application to studies will have these effects?—Inevitably.

6453. And the effects are consequent upon the spread of education; is not that so?—Yes, that is so.

6454. Rev. Dr. Todd Martin.—It would be a false inference from the professional evidence that these injurious results are attributable, in a special degree, to our system?—Do you mean that it would be a false inference that they were attributable to the Intermediate system?

6455. Yes; it would be a false inference that these evils are attributable specially to the Intermediate system as worked in this country?—Well, there is no system, it seems to me, of education that is not open to them; but my point is that the duty is to minimise them as much as possible, and not to offer a premium on them, which I believe this Intermediate system does.

6456. Quite so; but, as I understand, the evil is quite as great under systems that are entirely different from ours?—That I am not in a position to say positively, because I have not got the statistics.

6457. But, what I am looking at is this. Those letters that you have read would leave the impression on one not acquainted with other systems that all these evils are due to the result of the system of competition which we administer. Now, your evidence shows that such evils are rampant elsewhere where this system is unknown?—Quite so.

6458. Now, I want to ask another question. I understand that you would get rid entirely, if you could, of competition between students or schools?——I should.

6459. Do you think that that is practicable?—Well, I cannot see why it should not be so, judging from the fact that, if I take the example of a very important institution in Boston, the institution I have referred to, the Massachusetts Institute of Technology, which has a very large number of

students, fully 1,000 are now working there—as far as possible competition is certainly not encouraged at all.

6460. Would you go so far as to recommend the State to withhold all rewards from students?—Yes. I am entirely opposed to the system of prizes. My objection was first inculcated in me by an eminent man of this country, the late Robert MacDonnell, who was a strong opponent of the system of prizes and exhibitions.

6461. Mr. Justice MADDEN.—Does that apply only to school life? You would not extend it to the university, would you?—Certainly not.

6462. I understood that, but I wanted to make it clear?—Yes.

6463. CHAIRMAN.—Competition between children is different from competition between people when they have arrived at a maturer age?—Certainly. This Intermediate system comes in at a very critical age—a most critical age for boys and girls, especially for girls.

6464. Rev. Dr. TODD MARTIN.—I am only asking as to boys and girls under 18 years of age?—Yes.

6465. Mr. Justice MADDEN.—There are several grades in our Intermediate system—Preparatory, Junior, Middle, and Senior. If we cannot altogether exclude competition would you be in favour of restricting it to the Middle and Senior Grades?—I should prefer that; if you must have competition, I would confine it to the Senior Grades.

6466. CHAIRMAN.—That is, that no one under 16 years of age should go in for competition?—Yes.

6467. Rev. Dr. TODD MARTIN.—Does not a large amount of evil arise from the wretched books, as regards printing, that some students have to read?—I think it does; that plays a very important part.

6468. And the badly printed cheap literature that is so much read?—Yes.

6469. Now, are all the cases of injury to eyesight or to health referred to by you and your professional brethren cases arising in schools preparing for the Intermediate examinations?—I think, as far as I can judge, the evil is almost entirely in the schools, and that as a rule it is not so great in the case of those students that are educated at home.

6470. But you have had experience of patients educated in schools not connected with this Board whose eyesight had failed?—Oh, I am sure of that.

6471. Have you any knowledge of the proportion of the two classes?—I can only speak from general recollection, but the proportion is certainly much larger as regards the Intermediate.

6472. Have you any knowledge of the proportion of the two classes of schools?—I could not say.

6473. And the proportion of patients would of course depend on the proportion of the numbers in the schools also?—Yes.

6474. So that you do not know what proportion of the patients were attending the two classes of schools?—I could not say.

6475. There was another matter that you referred to, Dr. FitzGerald, and that is in regard to the study of chemistry—that a young man wishing to become an expert in chemistry must go to Germany to finish his education. Is there not an important chemical school connected with the College of Science in Dublin?—Yes.

6476. Could he not get just as good teaching there as in Germany?—I take it that for the highest branches it would be considered almost essential that he should go to Germany. I do not mean to say that he could not get the training.

6477. The experimental schools in the universities in Ireland would not meet the want?—I am afraid not.

6478. Dr. BARKLEY.—I presume that we are to understand that the overstrain that you have referred to is only one of the causes of the bad eyesight and the other physical defects that you have met with amongst children?—Oh, yes.

6479. You have met with cases of children much younger than the ages at which they are prepared for the Intermediate who required to have their eyes attended to?—Certainly.

6480. I have noticed that some children while still at kindergarten schools have to wear spectacles?—Yes.

6481. Our system is merely a cause that tends to aggravate an evil for which there are other causes?—Certainly.

6482. Would you recommend, in addition to the other remedies that you have proposed, any examination of children as to their eyesight and general physique before they enter Intermediate schools?—I think if such a thing could be carried out it would be a very good arrangement.

6483. Mr. Justice MADDEN.—Before they were admitted to the examination, do you mean?—No; before they were admitted to the school at all.

6484. Dr. BARKLEY.—Yes, before they were admitted to the school?—Of course, if it could be carried out it would be a great benefit.

6485. Most Rev. Dr. WALSH.—I do not know whether you wish your letter to the *Daily Express* to be put in as part of your evidence; I think it would be very useful?—Very well.

6486. In reference to these eminent medical authorities that you have quoted for us. Feeling, as I do, that this immense body of medical testimony puts a very serious responsibility upon me in so far as I may have to bear any share of the responsibility of the administration of this system, I should wish to hear in detail from you—it is a point you can easily give us—the precise qualifications of these professional men whose testimony you have quoted for us, that we have a distinct statement of the extent of their claim upon the confidence of the public. Some of them I happen to know personally; others I do not. May I just ask you to state the positions which the gentlemen in question, one by one, hold in the medical world, merely to have it on our notes. First, take Dr. Little?—He is Regius Professor of Physic in the University of Dublin.

6487. And he holds a very eminent position amongst the medical men of this city?—Yes.

6488. Sir Francis Cruise?—Sir Francis Cruise—I think we all know Sir Francis Cruise. He is a very eminent man.

6489. Dr. Swanzy?—Dr. Swanzy is Surgeon to the National Eye and Ear Infirmary, the Victoria Hospital now.

6490. He is eminent in that department?—Yes.

6491. Sir Christopher Nixon is also a very eminent medical man?—Yes.

6491A. Dr. Finny?—Dr. Finny is Professor of Medicine in the University of Dublin.

6492. CHAIRMAN.—He is an ex-President of the College of Physicians, is he not?—Yes.

6493. Most Rev. Dr. WALSH.—Dr. Nelson?—Dr. Nelson is one of the principal oculists in Belfast.

6494. Dr. Moore?—Dr. John William Moore is President of the Royal College of Physicians here in Dublin.

6495. Dr. Benson?—Dr. Benson is one of the oculists of St. Mark's Hospital, or now the Victoria Hospital.

6496. And a distinguished specialist in that department, of course?—Yes.

6497. Dr. McKeown?—Dr. McKeown is one of the principal oculists in Belfast.

6498. Dr. Sandford?—Dr. Sandford is the principal, almost the only, oculist in Cork.

6499. Dr. Walton Browne?—Dr. Walton Browne is an oculist in Belfast.

6500. And Dr. Story?—Dr. Story is the Senior Surgeon of the St. Mark's Hospital.

6501. Now, in reference to inspection, you mentioned some points to which you attach particular importance: one is in reference to the books that are used: we all know that very cheap editions

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of school books are brought out sometimes for the use of children preparing for these examinations of ours?—Yes.

6502. Do you know any other way except the inspection of schools, that could enable us to insist upon very badly-printed books not being used by the children whose studies we are trying to promote by means of this large grant of public money?—I think that inspection is perhaps the only way by which you can hope to do that.

6503. There is just one other point, in reference to competition. In your ideal system there would be no competition at all; I am afraid that that system is hardly attainable at present. But, may I call your attention to a distinction that seems to be an important one, between a universal competition between all the children all over Ireland, and the ordinary or what I might call the natural competition of the children of a particular school within itself. Do you not think there is very much less harm in a competition of that sort—a competition of the pupils of a particular school within themselves—than in a competition between all the youths of the country?—Certainly.

6504. Take the case of a great teaching institution of which you know a good deal—Trinity College. There is a natural competition between the students of that college for the college or university prizes. Suppose that, instead of that, you had a general competition between the students of all the university colleges of the country, Trinity College, the Queen's Colleges, and so forth; do you not think that it would introduce a large element of feverishness into the system of college work that does not exist at present in Trinity College?—Indeed it would.

6505. Applying that principle now to the Intermediate system, we may take it as your view that if we could confine the competition for prizes to the competition between the students of particular schools a great deal of good would be effected?—Yes.

6506. Having it only between the students of the particular schools?—Between the students of the particular schools, I think so; yes.

6507. Side by side with something of that sort, if it could be worked out, it might be well, perhaps, things being as they are, if we had some few special prizes that would be open to competition by the leading students of the whole country; say, in composition in the various languages, and matters of that sort, which do not depend so much upon cramming as some of the other subjects which we examine in at present. You would see no objection to that, I suppose?—I should see less objection.

6508. CHAIRMAN.—There is one other question I desire to ask you. It is not as to competition for exhibitions, nor as to the special effect of over-strain upon the eyes, to which a great many of the questions of my colleagues have been directed. I wish to ask you a question as to your experience of over-strain so far as it affects the general health, irrespective of its special effect on the eyes. You understand what I mean?—Yes.

6509. Very well. You have told me that, according to your experience there is that over-strain, and that it has an injurious effect?—Yes.

6510. You have told Mr. Justice Madden, as we all knew when we were in college, that any injurious effects from over-work were usually observable amongst honour men as distinguished from pass men?—Yes.

6511. Because there was no competition whatsoever amongst the pass men, and no external pressure was put upon students to pass?—No.

6512. A student might himself wish to pass, and his parents might wish him to pass, but no special advantage to his teacher resulted from his passing?—No.

6513. There were no money results depending upon it?—No.

6514. I wish to call your attention, as to the pass examination in our system to this special fact, that the teacher has a pecuniary interest in his students passing. In your opinion, has that special feature a tendency to cause undue over-strain in the case of students that are near, but are not very much above the pass standard?—I think so.

6515. And that that will exist so long as that essential principle of the result system exists?—Yes.

6516. Mr. Justice MADDEN.—Just one question in regard to the pressure put upon the student to pass. If he does not pass at the university he will be plucked?—Yes.

6516A. Which do you think, the fear of being plucked at a university, or the fear of the master losing a result fee, is the stronger operative principle?—Well, it is a nicely balanced proposition.

6517. Is not being plucked at the university rather a more serious thing than failing to pass a school examination?—Of course we must not neglect another aspect of the case—that the pupils of a school are much younger.

The witness withdrew.

Colonel G. T. PLUNKETT, M.R.A.S., Director, Science and Art Museum, &c., Dublin, examined.

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6518. CHAIRMAN.—Colonel Plunkett, you are Director of the Science and Art Museum in Dublin?—Yes.

6519. That is under the Government Department of Science and Art?—It is.

6520. You have been an occasional inspector in England, Ireland and Scotland for that Department since 1878?—Yes, frequently—constantly.

6521. For the last four years you have been Secretary of the Royal College of Science and Art and Director of the Museum?—Yes, I have.

6522. You have given a good deal of attention, I believe, from time to time to the teaching of modern languages?—Yes, I have. If you would allow me——

6523. I was just going to ask you. I wanted to have your qualifications in the first instance. You have sent us in a very valuable paper which we have printed?—Yes.

6524. Now, I think you would like to state in your own language the view that you take of some of the subject-matters of our inquiry?—Thank you; I should like to do so.

6525. Will you kindly state it, and I shall not interrupt by one word?—From circumstances which I need not describe, I wrote that paper very hurriedly indeed. I was unable to give the time and attention to my replies that I should like to have done, considering the importance of the inquiry. I have since then made a few more notes, from which notes I should like to make some further observations, especially on the following points: the necessity for having regular parallel systems of Intermediate and secondary education; the necessity for some reasonable uniformity of system, and proper central control; the fact that the present seems to be a peculiarly opportune moment for introducing a system entirely satisfactory into Ireland; the great necessity for bringing practical science more into the teaching under this Commission; the fact that at present there is too great a tendency among young men of the middle class to look only to what is called an univer-

sity education, if they look forward to a further education after leaving school; on some points in several of the foreign systems, German and others, and more especially on that new system which is spoken of generally as the Reform Gymnasium; the teaching of foreign languages; and the necessity of higher commercial education. It appears to me that at present we greatly want regular systems both of Intermediate and secondary education. The present work of Intermediate education ascertains that from certain schools a certain number of selected pupils have obtained a great deal of information, have acquired a great deal of knowledge of certain subjects, but it gives us no certainty that the rest of the pupils in the school, according to their ages, according to their abilities, are being thoroughly well educated on any definite lines. It does not prove that the students who come out of that school will necessarily be fitted either for going on to a university, or to a technical college, or for entering on commercial life, or for entering on what I may call manufacturing careers, or for anything of that sort; it only proves what has been done in the case of a few selected boys; we know nothing of the others. There is no test that the staff of a school is sufficient in numbers or quality to teach the whole of the boys. For all we know, one very able master may be teaching half-a-dozen boys who may come out as gold-medallists, while all the rest may be put under an utterly unfit man. I do not say that such things do happen; but they might happen; we have nothing to show to the contrary. We have nothing to show the sanitary state of the school; nothing to show that sufficient attention is paid to gymnastics and the physical health of the boys generally. The advantages of a regular system have been particularly shown in the three volumes of reports which have no doubt been brought under the notice of the Commission—Special Inquiries and Reports ordered by the English Education Department—especially a paragraph from Mr. Morant's Report on Switzerland.

6526. What page is it?—It is Vol. 3, page 23, where he says, "To the parent there is the great advantage of knowing with some certainty what is the nature of the education which his boy will obtain at any school; so that the right boys go to the right schools; and, when they go, they already possess the previous preparation necessary in each case (since its nature and scope are clearly known from its published curriculum) and, after choosing the right school for their purpose, they obtain in the school just that grade and type of education which they require, without dislocation either of the boys' lives or of the schools' curriculum. Thus the schools are not involved in the hopeless task of becoming (as someone has phrased it) educational Whiteleys, with 'special classes' for every sort of boy, with Latin figuring as alternative to shorthand, and French to mechanical drawing, in order to meet each and all of the ever-varying demands of a hundred different parents." These volumes are full of similar expressions to show the value of not necessarily a very hard and fast system, but of some system by which the parents as well as the educational authorities responsible for the education of the country can ascertain what education is being given in the schools. I think it is very necessary to recognise secondary education as distinct from and just as necessary as Intermediate, that it is not really a shorter stage of Intermediate education, as I know is thought in some of the leading Continental countries—but I think that is a mistake. I think it should be complete so far as it goes, up to the age at which secondary education is supposed to terminate—that is to say 16 or 17—and should in some respects be different from the Intermediate education which is to go on, say, to 18, and then to be continued in a collegiate establishment. In the Intermediate I think that the practical scientific education for those boys who have a bent in that direction and who are not inclined to classics is just as necessary as the Grammar School Intermediate education. I think that a great proportion of the youths must look to their collegiate education, after the Intermediate, being chiefly in practical science and not in classical and literary subjects only. In England something has been done by those schools now called Schools of Science, but spoken of last year as the Organised Science Schools. They are increasing rapidly. I believe in 1883 there was only one; in the year 1887 there were twenty-two, while in 1897 I see there were 160, and I am aware that there are a great many more in 1898. Those schools give an education in practical science and in certain literary subjects; for instance, one foreign language at least is necessary, and to some extent these schools do supply that Intermediate and Secondary education of the modern type with practical science. But in Ireland we seem to have nothing of that sort at all. There is not a single School of Science in Ireland, and I think that part both of the Intermediate and of the secondary education of the country is entirely neglected.

I know that many persons are afraid that if there is any system of uniformity, or any system of regulating the time-tables or the sessional work of schools, too great uniformity, too hard and fast lines will be necessarily introduced, that the central control will be too rigid, and that proper freedom of individual action will not be left to schoolmasters. I think that is a mistake. I think the experience of many Continental countries has proved the contrary. That central control, such as no doubt would be exercised in future by this Commission, under any new system, is, I think, absolutely necessary, and should be carried much farther than at present. The educationalists of the Continent never seem to doubt this for a moment. Even where large funds are provided by private individuals, by quasi-private bodies, by municipalities, for instance, they all recognise that a strict State control is necessary. For instance, at Charlottenburg, the great suburb of Berlin, where a great technical institute, the Technische Hochschule, or College of Science, at Berlin, is situated, and the municipality contributed £83,544 to the education in the schools in that suburb, the whole of it is controlled entirely by the State, and I notice that Mr. Sadler, in the reports that I have mentioned, in Vol. 1, page 446, says, "To this division of authority and balance of experienced control much of the efficiency of Prussian higher education is ascribed by those who speak with special knowledge of the working of the system. Municipal pride and zeal for education supply the greater part of the funds; specially qualified residents watch over the buildings; and a highly skilled central authority, itself in a sense geographically decentralised in the form of State-appointed boards of inspectors for the different provinces of the kingdom, superintends the whole of the educational work and sees that it conforms with the requirements laid down by the official regulations of the State." And that seems to be general in all Continental countries; they never hesitate to admit that control by a central State authority is absolutely necessary if schools are to be a success. In Switzerland there are a large number of private schools; in Prussia I believe very few indeed. In Switzerland there are a very large number, and yet control by the State is just as strict. Mr. Morant, in the 3rd volume, page 22, says, "The absolute control by the Central authority as regards the general educational lines which every State-aided school (and practically every school is State-aided) shall follow, is considered in Switzerland to be of the very essence of rational democratic government; it is recognised as a political and social axiom in every Canton, and finds expressions in the general conditions as to curri-

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culum, age limits, etc., which attach to all Central grants (other than Federal). As these grants are made in varying proportions to each and every grade of the public schools, and alone render their prosperity, sometimes their very existence, possible, they at once provide an absolutely effectual leverage for Central control, and for securing the due observance of those general conditions under which the school is established, maintained, and recognised. Yet these general conditions, be it said, are not the occasion for that vexatious interference with the teachers or with their methods which our Secondary schoolmasters in England (remembering former English methods of controlling primary education) so greatly and so justly fear in their own sphere and which many of them have unfortunately come to conceive of as the only possible outcome of State organisation. The conditions are merely framed so as to demonstrate and to fix the type of education and the grade which each school is intended to give. Every master thus knows clearly, when joining the staff of a school or taking the headship, just what the nature and scope of his work is to be. He is thus not led into mistaken attempts, or harassed with unrealisable ambitions, to alter the character of the school from that which its circumstances and surroundings, and the money allotted to its maintenance, necessarily determine as its proper function. Nor, on the other hand, is he harassed by irrational interference or constant domination regarding his detailed methods of carrying on the work so clearly laid before him. On the contrary, he possesses a security in his educational work and a freedom from vexatious interference which too often the English master has to part with, for existence sake. Nor need he fear the 'difficult' parent or the possible ignorance of local authorities, and he is never tempted, as is his English prototype, to trim his educational sails to catch each fleeting breath of popular demands."

I would speak of the very great advantage in Germany, and, I believe, in every other Continental country, of the "leaving" certificates, but I believe the Commission have that before them in the printed Appendix—Appendix 7 in the proof of evidence.

6527. And we have it in the evidence of Sir Henry Craik, which was given before the Secondary Education Commission in 1895. But at the same time I should be glad if you said anything you desire on the subject?—I believe that a leaving certificate, showing exactly what education a boy has received when he completes his Secondary or Intermediate education in Germany, by saving an immense number of competitive examinations which we have in these countries, and by showing exactly, or allowing for individual peculiarities and ability, with reasonable exactness, what the boy is fitted for, what profession or business he is fit to enter, is an enormous advantage. Mr. Morant, in the report from which I have already quoted, page 23, says, "The Swiss, like all Continental nations, are quite free from the plethora of 'outside examinations' which so grievously harass the even working of our English schools. Such examinations become, in fact, unnecessary when there is an organised scheme of public education of all grades, under which anyone can judge from the official curriculum of each school as to the results of a boy going through any particular school course. So that instead of requiring a separate certificate of an outside examining body for every department of life which a boy can possibly enter, as is the case with us, it is found perfectly sufficient for everyone's purpose (even for the most exacting professions, such as medicine or law) to be assured that a boy has spent so many years in a school with such and such a curriculum, or—for special purposes where absolute individual attainment must be evidenced—that he has passed the leaving examination of its top form." In Switzerland, in spite of so many schools being in private hands, I believe, from the little I have seen of Switzerland, that they are about the most efficient private schools in the world. In spite of their being in private hands there is no difficulty found as to an efficient system of inspection. It is perfectly carried on, and appears to work quite satisfactorily to the schools, the masters, the students, and the country generally. The grants are made by the Swiss Government to the private schools only on conditions being fulfilled as to the curriculum of the school, the age at which pupils are allowed to enter, the qualifications which they must have before they enter, the qualifications for their leaving examination, as to the quality of the staff—they are very particular as to that—and as to the numbers of the staff in proportion to the number of boys who are taught in the schools.

6528. O'Conor Don.—What do you mean by the "quality of the staff"?—The attainments of the masters, their capacity to teach the different subjects which they take up.

6529. They are obliged to undergo an examination I suppose?—I have not taken out the details, but they go by their university degree and by their knowledge of foreign languages or the sciences; they have to have gone through a regular university course and have certificates as qualified to teach in certain subjects.

6530. They are bound to have a State qualification?—A State qualification, quite so.

6531. Chairman.—That is to secure the efficiency of the teacher?—Yes.

6532. That is one mode of ascertaining the efficiency of the teacher?—Yes. And also they insist that a teacher shall not have more than a certain number of boys to teach. They will not have him over-worked, or worked too many hours, or have too large classes.

6533. Rev. Dr. Todd Martin.—Is there any other way of testing the efficiency of the teacher in teaching?—In Switzerland?

6534. Yes?—I cannot answer that without referring.

6535. That is, that he must have a testimonial of fitness to teach?—I could not answer that without referring and looking up the question. I see generally that they are very particular as to qualifications.

6536. The Chief Baron suggests one way of testing the efficiency of the teacher in Switzerland?—I did not name any particular way.

6537. Mr. Justice Madden.—I thought you mentioned inspection?—Oh yes, certainly.

6538. Chairman.—What I asked Colonel Plunkett was whether a proof of the qualifications of the teacher was required as a test of the efficiency of the teaching?—It is.

6539. Mr. Justice Madden.—But it is not the only test. There is inspection also?—There is inspection also.

6540. Chairman.—Inspection of the teaching?—Yes.

Mr. Justice Madden.—A certificate of the capacity of the teacher, and inspection of his work?

6541. Chairman.—Yes?—Without going into details there are similar conditions in Bavaria. A gentleman who was on the staff of the Technische Hochschule, the College of Practical Science, was over here recently in Dublin. I was talking to him, and he said that there are private schools in Bavaria—I did not question him as to the exact details, but he told me that similar conditions were required before a school could be allowed to exist, as to the qualifications of the teachers, the hours of work, the curriculum, in fact, in regard to all those particulars I mentioned with regard to Switzerland. In Denmark and Sweden, where there are many private schools—a very large number—similar

strict conditions are enforced by the State Department which controls education. In Denmark, of the recognised classical schools I see that one-half are in private hands, and of the recognised modern schools two-thirds are in private hands. Mr. Thornton, in his report which is in Vol. I., page 604, points out that the Danes, contrary to the Germans in that respect, encourage private schools; they try to enlist private efforts, and foster the schools quite irrespective of whether they are in private or public hands. But in Denmark they insist on very strict conditions as to the educational acquirements of the Principal, as to his experience in teaching, his age, and character, the aim of the school, the number of classes, the subjects taught in them, their distribution, as to class-rooms and their equipment, and they particularly see that the staff is equal to the proposed curriculum of the school. In Sweden there is a similarly strict control over the private schools. They require a return from the school as to the educational aim of it, as to the class divisions and the time taken by average scholars to pass through those classes, as to the standard of education required on entrance, the various branches of study and the hours per week given to each; the course in each branch of study, the time allotted to teaching, the division into terms, the number of weeks worked in each term, the apportionment of hours, the names of teachers for each class and subject, the names of the governors of the school, the teaching staff, and the hours per week each one of the teachers has taught during the last term (I presume that that is to see if the proposed scheme is carried out, and not what is merely proposed; they require that information for the last term of the school each time), the number of pupils in each class, the fees paid, the income and expenditure, and the salaries of each member of the staff; a description of the premises, and a sanitary certificate from a sanitary authority as to the school premises also information as to the physical exercises practised, and the system in use for the teaching of modern languages. All that is required of the private schools.

6542. O'Conor Don.—Before you pass from that, might I ask, does the religious difficulty at all enter into these schools; are all these private schools obliged to be open to students of all religious denominations; do you know that?—I did not ask about that. But in Bavaria and in Switzerland I know that the universities, the technical colleges, and all the public schools are open in common to both religions.

6543. I was asking more in regard to the private schools that you referred to?—I cannot say; I do not know whether the private schools have both religions, but in Bavaria, which corresponds in a great degree with this country, as there are about four-fifths Roman Catholics and one-fifth Protestants, they both work together harmoniously in the public schools.

6544. Chairman.—I think the religious difficulty of this country must necessarily arise in Bavaria?—It seems to me that it would be exceedingly difficult in England—I do not know much about Scotland—to apply what I believe the Commissioners have in mind here—to bring in some regular system of Intermediate and Secondary Education. But I think that in Ireland we have now an unequalled opportunity for introducing it. The Commissioners being likely to ask for whatever powers they require, and having taught the schoolmasters to look to the State for money grants, this is the one part of these islands where there is an opportunity now for introducing a highly satisfactory system—I mean satisfactory, of course, to the schoolmasters as well as for the students. As the schoolmasters depend for part of the pecuniary support of their schools on the State funds, the State has a right in return to insist on the very best system, which, after due inquiry, can be decided upon as the one most suited to this country. In fact, if the State is to pay the piper I imagine it has a right to call the tune.

I would point out that this strict control of private schools is not confined to countries under autocratic government compared with ours, such as Prussia. Switzerland is the most thoroughly Democratic Republic in Europe, and there this system of control of private schools is carried out perhaps in the best possible manner. In Sweden and Denmark, which have peculiarly free democratic constitutions, the control of the schools, as I have pointed out, is absolute, and works without any friction.

As to the necessity for more science in our schools; as I have said already, a large proportion of those students who are going through an Intermediate education—by which I mean an education which is to lead on to a still higher education, roughly speaking, between the ages of about 18 and 21—must look forward in future not to going through a regular university course, but to what on the Continent is called the Technische Hochschule, what we speak of as the College of Science or Technical College. That is recognised so generally on the Continent that I think it is not necessary to insist on it or give any details. I will just refer to the Zurich great Technical college, in which there were last year 1,230 students and a teaching staff of 55; the same sort of practical science college is established at Charlottenburg (as I have mentioned already), Darmstadt, and in many other parts of Germany and in Denmark. In England they have been to some extent provided; in London there are several, which, at all events, between them answer the purpose, if any one of them does not fulfil the aims exactly. At Leeds there is the magnificent Yorkshire college, and similar institutions are springing up in other parts of Great Britain; and in Dublin we have an attempt at one, which, from want of funds and for such reasons, has always been kept far below the standard which it ought to attain. If our young men in this country can only look forward to a university education—by which I mean an education chiefly of the literary type—and cannot have this higher practical science training such as is given in these institutions on the Continent and in England, it is utterly impossible that they can compete with their Continental rivals; they are not equipped in the same way, and they have not the same chance. I was very much struck by a little remark in this report of a visit to Germany by members of the Technical Education Commission of England; it was printed in 1896. The Commissioners had an interview with Mr. Monaghan, the American Consul at Chemnitz, in Saxony, who had been appointed by the United States to inquire into the question of education in Germany and its relation to the arts and industries, and to the great manufacturing and commercial prosperity of Germany. Mr. Monaghan had "no hesitation in saying that if his country (America) and ours did not meet Germany more thoroughly and more practically in the schools, each would, in the course of a few years, be compelled to yield to Germany the first place in all the higher and more profitable fields of manufacture and commerce."

6545. Would you be able to leave that document with us before you leave; we will return it to you?—Certainly, I have another copy. I omitted a paragraph that I meant to read before, may I add it now to what I said about the democratic countries, Sweden and Denmark. Mr. Morant, upon the point as to this State control being so strictly enforced in the most democratic states, says in the report from which I have already quoted:—"In fact, anyone going to Switzerland imbued with the apparently ineradicable English idea that it is essential to modern democratic developments of education that every individual, every locality, should be absolutely

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free and unrestrained as to the type and method of education which he or it will supply and the lines that each school shall follow, will hear with surprise the most democratic of Swiss educationalists, when talking of school matters, referring quite naturally to the restrictions of 'the State' (meaning thereby the Cantonal Authority) in just the same words, and attributing to it precisely the same right of control as we are accustomed to associate with a German bureaucratic educational system, and to repudiate as impossible in any truly democratic country. The Swiss, in fact, feel very strongly that this central control is the very first essential to the permanent existence of a democratic State in competition with the highly organised and skilfully directed forces of the more despotically-governed countries; and that, without this 'control by knowledge' in the sphere of public education of all grades just as in other spheres of national life, a democratic State must inevitably be beaten in the international struggle for existence, conquered from without by the force of the concentrated directing brain power of competing nations, and shattered from within by the centrifugal forces of her own people's unrestrained individualism." With reference to the quotation from Mr. Monaghan on the great technical colleges of the Continent, I would point out that this higher education in science, which is so necessary for youths between what we call the collegiate age, say from 18 to 21, is impossible unless there is an Intermediate education from about 9 or 10 up to 18 to lead up to it. If they are not prepared for a College of Science it is useless or almost useless to send them there; they cannot take proper advantage of it, and therefore the Intermediate education must be divided into at least two or, perhaps, three lines. Then the Secondary education, taking it as from the ages of 9 or 10 up to 16 or 17, when so many boys have to start in life for themselves, that I think must be divided into two or three lines. For the great majority of them, what are called "commercial" subjects and modern languages are absolutely necessary. This has been recognised for years by the Germans, as they started their *Realschulen* in 1859, and they again extended them in 1871, and again in 1882, and they have brought them into great prominence as one of the most prominent educational features of the country. This practical education in various lines, especially in the lines of science, such as physics, chemistry, and botany—and such sciences should form a very important part—must be taught, and they must be taught practically, that is to say, lessons merely from text books and written examinations are of very little use. There must be properly-fitted laboratories, lecture tables, and proper appliances for the teacher, and the teacher must teach by experiments, and the students must, to some extent, more or less in different sciences, be taught to make those experiments for themselves. I would now say a few words as to the importance of elementary practical geometry. I think its general educational importance ought to be recognised—but it should not be carried too far. Of course, with a man who is going to be an engineer of any sort you would carry it to a very high standard, but for every boy in the country a little of it is, I think, a most valuable education for training the reasoning powers, and for teaching accuracy at the same time. These separate lines of education to which I have alluded have been recognised as necessary, not only in Germany, but in France, Switzerland, Sweden, Denmark, and, in fact, in nearly every country. Mr. Abel, the clerk of the Nottinghamshire School Board, at the conference of the clerks of English school boards, spoke very strongly on the point of so many poor boys being hurried forward through a literary education to a university literary career, in so many cases simply unfitting them afterwards for the battle of life. He said: "It is cruelty to attempt to induce poor men, without ability, without connexions, and without personal recommendations, to spend three or four years at a university. The usual result is bitter disappointment, and often blasted life. I heartily agree with the statement that it is not wise to encourage elementary school scholars to proceed to grammar schools by scholarships, or our higher grade school pupils to compete for university bursaries, unless there appears to be good prospect of their subsequently doing well in a professional career. As a rule, promising elementary school students would be much better advised to pass through our higher grade schools to the special technical and trade schools, whence the most skilful would be prepared to go out as pioneers and captains of industry, whilst all would be provided with the means of benefiting both themselves and their fellows, in some or other branch of industry." I put it that if a boy who shows a certain amount of ability in the lower ranks of life is put through simply a literary education, with a view to going to a university and to a learned profession, even in the few cases where he succeeds, he would probably have done better if he had gone through a different class of education at a technical college. And to the large numbers who are started in that way, but fail, their education is of very little use to them, indeed; whereas, if it had been education, on more practical lines, of practical science especially, then even if they had to drop their education short of going to the university, short of the highest stage, it would be still useful to them in whatever line of life they might take up. Another great authority, who has carefully studied education in England, Mr. Addiscott, president of the National Union of Teachers, has spoken very much to the same effect, and one of the best inspectors of schools they ever had in England, Mr. Fraser, in the year 1866, when in his report on the system of the United States, in this vol. 3, page 240, he speaks of Intermediate education as occupying an intermediate place between elementary and superior instruction, says: "This department is of two kinds, corresponding with the two divisions of superior education—first, as preparatory to the universities or special schools in which students are educated for the professions usually designated as learned; and, second, preparatory to the polytechnic institutions or special schools in which students are trained for the higher practical occupations which are rising rapidly into, or have taken their place in, the ranks of the learned professions."

The German system of education, which I have already referred to, has three general types of schools—the classical school, the moderno-classical (if I may coin a word), in which Latin is retained, and the modern school, in which there is no Latin taught; and in each of those three types there are two classes of schools—the intermediate and the secondary. For instance, the intermediate classical school is a gymnasium, with a nine years' course; the secondary classical school is a pro-gymnasium with a six years' course. Then, in the moderno-classical schools, in which a combination of Latin and modern education is given, there is the real-gymnasium, with a nine years' course, and the real-pro-gymnasium with a six years' course.

6546. Mr. Justice MADDEN.—What is the difference between secondary and intermediate education there; will you please explain that?—The secondary education is from 9 to 15, or 10 to 16 years of age; the boy then leaves and takes up the work of his future career. The intermediate is a nine years' course, from the age of 9 to the age of 18, at which age the student passes to the university or to the technical college.

6547. Would the secondary be more like what we call primary here?—No, the two are quite different—quite distinct. These secondary schools are meant for boys who go to school till the age of about 16.

6548. What class of boys go in for that secondary education. I understand the intermediate fully, but with regard to the secondary, what class of boys are they?—The secondary schools are composed of the class of boys who can afford to remain at school till they are 16 or 17 years of age, and who then go into places of business of all kinds.

6549. But still, the education they receive is higher than what we should call primary?—Quite distinct from the primary; the primary school in Germany is for boys from the age of 6 to 12.

6550. CHAIRMAN.—What is the name of the school in Germany which would correspond to the intermediate scientific course that you suggest?—The Ober-realschule. The modern schools, without Latin, are the Intermediate or Ober-realschulen, with a nine years' course; and the Secondary or Real-schulen, with a six years' course, the schools from which a boy goes straight into a factory or some such industrial establishment.

6551. Up to what age do they remain at the Ober-realschule?—From the age of 9 up to the age of 18; the upper line in the paper which I now put in is from 9 to 18, the lower line from 9 to 15 or 16.

The German system of Secondary and Intermediate Schools, as sanctioned for Prussia.

—	Classical Schools.	Modern Classical Schools with Latin.	Modern Schools without Latin.
Intermediate, age about 9 to 18.	Gymnasium, 9 years' course.	Real gymnasium, 9 years' course.	Oberreal schule, 9 years' course
Secondary, age about 9 to 16.	Pro-gymnasium, 6 years' course.	Real pro-gymnasium, 6 years' course.	Real schule, 6 years' course.

6552. Most Rev. Dr. WALSH.—Are the ages mentioned on that paper — those figures which you mentioned last. If not, will you kindly mark them, in the first column, so as to make it plain? — Yes, I will do so. Of course, the ages are only approximate; they allow a year's variation. I am not reading this, I should like to point out, as an absolute model for Ireland, because I think the Swedish, the Danish, and the Swiss are better models for us than the German; I am rather reading it because the Germans are so very elaborate in their methods, and this is calculated to show how very carefully these things have been thought out on the Continent.

I particularly wish to point out that these Realschulen, or modern schools, in Germany give a really sound education, not a merely mechanical education, which so many people seem to think is sufficient when one talks of commercial or modern education. Mr Sadler, in his report, says (this is Vol. 1, page 387): "The first thing which impresses itself on the visitor to the Berlin Realschulen is that they keep before them, at every point of their work, the ideal of a liberal education. They are not commercial schools, nor industrial schools. They aim at turning out well-educated boys, trained in habits of application, well equipped with knowledge, and qualified to address themselves, with good hope of success, to the duty of learning the trade or profession in which they intend to seek a livelihood. The curriculum, as has been seen, is purely a modern one. Latin and Greek are excluded. But natural science does not predominate in the scheme of work. The stress is laid on linguistic and literary (including religious and historical studies), while mathematics, natural science, and drawing receive considerable attention. The aim of the schools is to draw the subject matter of instruction very largely from those spheres of knowledge which are nearest to the pupil's present experience and to his probable career; to train his reasoning powers and the habit of quick and accurate observation, and at the same time to cultivate the faculty of exact and appropriate expression." These Realschulen have not lowered the standard of education in Germany; they have raised it. Their advocates have nothing in common with those who think that mere training in a manual trade, or in a handicraft, can take the place of a liberal education, and they have not injured the classical schools, they have not lowered the standard of classical education in Germany, they have actually raised it. One of the best educational authorities in Germany, Dr. Schultze, who is director of one of the principal classical schools in Berlin, pointed out to Mr. Sadler that they had really been a blessing to the gymnasien —they had relieved them from the students who were not necessarily stupid, but whose tastes did not lie in the direction of classical education, and who are now able, thanks to these Realschulen, to obtain a thorough education in a line suited to their tastes and abilities, and this has been such a relief to the gymnasien that they can now give a better education to their students than they were able to do before, when they had to give so much attention to those students who were not suited for studies of that particular kind. Dr. Schultze has had a very wide experience; I think he was head of one of the principal modern schools of Germany before he became head of this classical school, and he is a man of very wide attainments. He says that the ethical influence of these modern schools is not inferior to that of the old classical schools, and that they afford an excellent discipline for the future occupations to which these students will devote themselves. Of course in all these matters time must be the ruling factor. It is not a question, I think, of what we would like to teach boys if we could teach them all we wished; it is a question of how many subjects we can really teach him, a useful amount of by the age of 16, if he must, at the age of 16 or 17, go into business; and therefore Latin and so on are not dropped out because we undervalue them in the least, but simply because it is impossible to teach more than a certain number of subjects with profit to the boys in a certain number of years.

6553. CHAIRMAN.—Do you happen to know the ages at which the majority of our boys leave school in Ireland?—No, I do not.

6553A. Then I can tell you. The large majority of them leave after the examination in the Junior Grade?—About 16.

6554. You may take the age of 16 and the end of the Junior Grade as identical. The majority stop there—you may say ninety per cent. stop there; ten per cent. go on to the Middle Grade, and half of those—that is, five per cent. of those in the Junior Grade—go on to the Senior Grade. That gives peculiar point to the observation you are just making about the age 16?—Quite so. I notice that in Denmark, since the year 1880, whereas the classical schools have increased in number by fifty per cent., the modern schools have increased by 400 per cent. in the same time.

6555. Mr. Justice MADDEN.—In what period?—That is since 1880—in the last eighteen years. The classical schools have increased by fifty per cent., and the modern schools by 400 per cent. I rather wish to talk of principles, not to try to advocate any particular details, but I am very much struck myself, I must say, with the progress of what are known as the Reform-Gymnasien on the Continent. I see that Dr. Rein, who is certainly one of the greatest educational authorities in Germany, and who has watched the Reform-Gymnasium in Frankfort, speaks of them as being likely to

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become the School of the Future. The principle on which they work is this. Instead of separating at the beginning into two branches of education—Latin, and after a few years taking up Greek, or, on the other hand, French, and after a few years taking up German (I am omitting all the detail)—all boys begin together with a modern language from the age of 9. At Frankfort, in the Reform-Gymnasium, which has been the model for all the others, they begin with French as a modern language, and from 9 to 12 they teach French as the only language, besides the mother tongue, with of course the other usual subjects. Then at the age of 12 they decide whether the boy shall go into the classical side, and take up Latin, and in a few years Greek, or whether he shall go into the modern side and take up English, and devote a great deal of time to modern languages and science. I see that Mr. Sadler was very much struck by that school. In Volume 3 he reports on it. He points out that owing to its success similar institutions have been established in Altona, Essen, Karlsruhe, and other places; and that other countries, such countries (I am speaking from memory) as Hungary and Bohemia, have sent delegates to study these new Reform-Gymnasien, and to take hints from their working.

6556. CHAIRMAN.—Kindly give me the page of Mr. Sadler's report in Volume 3, if you have the reference; if not, it does not matter?—Page 205 I think will give it; it is very close to that, at any rate.

6557. That is quite near enough?—I would point out that in Sweden practically they have always had that system; at all events for many years. In Sweden all the secondary or intermediate schools begin by teaching one foreign language—modern language—only, viz., German; and at the end of three years they branch out; so that really the German education is only following the Swedish example. Many of the leading educationalists, both in England and on the Continent, think that classical education will not lose, but will gain, by this. They say that a boy who has studied German from the age of 9 to the age of 12, will, when he takes up Latin, make much better progress in it than a boy who has not had such a training. They say he will not feel the drudgery to the same extent, having already gone through the drudgery in learning German, and that by the time he is 16 years of age, he will know as much Latin as a boy who started to learn Latin in the very earliest period in a boy's life at which it is taught. To some extent I think the education of women in languages has shown that. We have constantly seen girls taking up classical studies at the age of 15 or 16 or so, and yet, at Girton or at Newnham, they have shown themselves quite equal to their brothers, who began learning six years sooner. Mr. King (Vol. 3, page 212), of the Manchester Grammar School, who has paid very great attention to systems of education, and who has been himself, I believe, a very successful master, advocates for England, and therefore would, I presume, advocate also for Ireland, the Swedish system—that German should be the first language taken up by an English boy, on account of the much more systematic grammar of that language than that of the French, and also because a small boy can generally be taught to pronounce German more accurately by our teachers than he can French. I confess I should like, speaking for myself, to see some schools taking up one and some the other; I should like to see some schools taking up German for the first three years, and other schools taking up French for the first three years. I do not wish to be dogmatic, but I think there is a great deal of sound sense in the system described, and that there are some very good points in it. I do not look upon the German or other continental systems as necessarily perfect; I think, though there are great faults in our system of great freedom and general competition, there are also some advantages. I think it does tend to bring out individuality and force of character, and enable boys of real genius to come to the front, but I do not see any insuperable difficulties in the way of adopting a regular system, and at the same time allowing such latitude as would not deprive us of those advantages which we have enjoyed owing to our own system.

6558. O'CONOR DON.—You think we have more freedom than they have under these continental systems?—We have absolute freedom of course.

6559. CHAIRMAN.—You are referring to England?—To England and Ireland.

6560. But do you mean having regard to our Intermediate education programme?—No.

6561. Mr Justice MADDEN.—I did not understand that. You mean the grammar school system that is common to England and Ireland, apart from any peculiarities of the Intermediate system?—I was thinking of the general private schools in England or Ireland, where a master who does not choose to come under State control can do absolutely as he likes.

6562. O'CONOR DON.—Taking into account our Intermediate system—our programme—do you think that the schools in this country or the schools on the Continent have more freedom—I mean the Intermediate schools that are under the Intermediate system?—That is rather a difficult question to answer.

6563. CHAIRMAN.—Perhaps it might be better that Colonel Plunkett should go on with his statement before any other questions are put to him?—As regards the students he sends up for the Intermediate examination, the schoolmaster has no freedom; as regards all the others, he can do as he likes absolutely.

I have paid attention very much to foreign languages myself—I am rather fond of them—but before coming before this Commission I looked to see what Mr. Sadler, who has been on the Continent reporting on this subject, says. I entirely agree with what he says, but I find his observations very much to the point, and I should like to read them. He says (Vol. 3, page 214), when he visted schools in Germany, I think in Berlin:—"The boys in Unterprima were using a school edition of Sir W. Besant's London, Past and Present. The lesson was almost wholly given in English. The teacher was a German. The boys began by briefly summarising in English the substance of the part of the book which they had already read. This was done with closed books, and proved an excellent exercise in pronunciation, and in the accurate formation of sentences. Next the books were opened, and each boy in turn read aloud in English, and then translated into German, a fairly long passage from the pages which had been brought up prepared. The translation into German was almost faultless. Then I asked leave to choose a passage for them, in order that I might test their power of dealing with an entirely unprepared piece taken at sight. I happened to light on a by no means easy chapter. Each boy in turn read a few sentences aloud in English and then translated it into German with hardly any hesitation. Their knowledge of our vocabulary was wide. In order to test them still further, I gave them a short address on some historical points which arose out of the chapter taken at sight. They understood me perfectly, and afterwards acquitted themselves most creditably in English conversation. Now, these boys began English a little more than two years before my visit. They had devoted to English only two hours a week out of thirty hours a week of their school time. The bulk of their work is classical, *i.e.*, half of their hours of weekly work are given to Latin and Greek. They are, in other words, doing classical work, more or less on the level of the Lower Sixth Form at an English Public school. They are well advanced in mathematics, and in

history and geography. They give two hours a week to natural science; three hours a week to German literature; two to religious knowledge. Moreover, they had learnt French for six years, and, at the time of my visit, were still giving two hours a week to that subject. When, therefore, on the top of all this we find them enjoying such facility in English as to be able to read with pleasure a rather difficult book at sight, to understand a short English lecture, and to converse readily in English on various subjects, there is reason to be struck at the high and wide range of the boys' attainments." The same thing has been noticed at Frankfort, and all over Germany; also in Switzerland, Sweden, Denmark—in fact, generally all over the Continent. Mr. Fabian Ware, in another report, mentions the same thing, and one great reason for this extraordinary proficiency in foreign languages seems to be the careful training of the teachers of the languages. The teachers not only have to take their degree at a college, but they have generally to spend one or two years in the country where the language is spoken which they are going to teach. The Germans are very liberal in allowing for that. For instance, I see that the Frankfort Municipality, to encourage the teaching of English in one of their schools, gave the teacher of English six months' leave, with his full salary and an allowance of £50, to spend six months in England for the purpose of improving himself in the English language, although probably that teacher of English already knew the English language better than most teachers of French or German in this country know those languages. Dr. Emil Hausknecht, who is one of the greatest authorities on education in Germany, says a good deal about the care with which teachers are trained. He remarks, "I quite agree that it is necessary to train the teacher of modern languages that he may teach them properly." Mr. Sadler, in Vol. 1, page 397, in his article on the Berlin Realschulen, says:—"No pains have been spared to raise the modern language lessons in the Berlin Realschulen to a very high level of excellence. I have heard nothing more remarkable than some of the lessons in French and English which I was permitted to attend in the Twelfth Realschule. The boys seem to know as much about London as if they were being educated in a London Secondary school. Everything is made real and vivid to them. The aim is to steep the pupils in the genius of the language; to make them think of it, and feel it, as a living thing, as an instrument of natural expression actually being used by real people, not as a dead puzzle to be put together by skilfully remembered rules. The lessons on French language and literature are almost entirely given in French; those on the English language and literature in English. But mere conversational aptitude is far from being the aim of the teaching. The languages are indeed spoken (and with an admirable accent), but not merely to facilitate intercourse in travel or correspondence, but because a language is a living thing, and its constructions and usages can only be understood as parts of a living and growing instrument of human expression. The aim is that the boys should get the 'feel' of a language, which is indispensable to an instinctive mastery of its idioms. Great stress is laid on the necessity of having German teachers to teach foreign tongues in these schools. It is held that only a German teacher can fully enter into the difficulties naturally encountered by a German boy. But no labour is spared to secure the full preparation of the teachers. They are picked men to start with. They have had the best general education which the universities can give them. Many of them are scholars of great eminence. Then they are trained in the art of teaching, and are required to ground themselves in the science of education. Then they go abroad for long periods of study, and steep themselves in the life of the people whose language they are to teach. They revive their knowledge and improve their pronunciation by frequent visits to foreign countries."

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I think the higher commercial education—by which I mean commercial education of a collegiate type, must shortly demand much more attention than has been hitherto paid to it. On the Continent very great attention is being paid to this subject. Large colleges, well equipped, have been founded specially for giving the highest commercial education.

6564. You contemplate that that would be taken up as part of the university course—as a separate university course in the university?—Probably. On the continent they seem to have made the colleges separate from the university, but that is a matter of convenience, as to whether they should be separate or not.

6565. I mean, it leads to a university course?—I am talking of it as practically a university course. The best type, perhaps, is at Antwerp—the Institut Superieur de Commerce. Students are admitted to it at the age of 17. They must be over 17, and must have very high qualifications. A good education in modern languages and in general subjects is required before they are allowed to enter, and the standard of education in the college is very high indeed—not a mere school course, but a university course. A very high standard is kept up indeed, and the leaving examinations are very difficult, such as to ensure a high standard on the part of students who have finished the course, which lasts two years, and students may also, under certain conditions, obtain travelling scholarships, so that after this two years of the highest possible commercial instruction they may get a travelling scholarship to go to certain countries to perfect their education. As it has been remarked that boys come from America, France, Germany, Switzerland, Italy, and I think from all parts of the Continent—to this Antwerp school, I may say that only one English boy came. I am glad to say that he did very well, but as a matter of fact only one came. Of course English boys could not come to it because they do not know French well enough to take part in the course. A German boy knows French well enough to go in for the French course, and a French boy knows German well enough to go in for a German course, and so on with the other courses; but an English boy would be quite helpless for want of proper preparatory education. It is not intermediate education but university education, and unless he had undergone a proper course of intermediate education to prepare him for it, it would be impossible for any English or Irish boy to have a chance of going in for such higher education.

In my written answers to the questions, I said something as to the teaching of English, or rather as to the examinations in English, which I think might be misunderstood. I do not mean to undervalue English as a subject; I mean that I do not value English if it is merely crammed out of textbooks, and taught in the way it usually is. If English can be thoroughly taught, if boys can be taught to express themselves properly, to write grammatically, in a good style, then I think English should count very high; and I think that if (as I hope will be the case) a system of inspection is adopted, a course of elocution, and reading aloud, should be recognised as an important part of education.

If exhibitions are to be given, I think that they ought to be given on honours questions put separately from the pass questions—that, for instance, a paper might have six or eight questions, say eight questions, of which six must be answered to obtain a pass. These should be questions of only moderate difficulty, such as every boy who had been through the class should be able to answer—not puzzles. Then there will be also two or three honours questions, and in them every boy who had answered the necessary pass questions might be allowed to compete; and

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this competition should count for exhibitions and medals.

As regards the medals, might I say that I think not only that a money prize is objectionable, but I think that medals of bronze, which have no intrinsic value, would be far better than gold medals for giving to boys. This is perhaps a minor point, but I think it is a mistake to give prizes to boys which possess an intrinsic value; the competition should be for the honour only.

As regards Science and Art schools and the inspections in science, Professor Preston would be able to tell you about that better than I can, but there have been inspections of Science and Art schools carried out for a great many years in England. I have inspected in many counties of Ireland, as well as of England and Scotland, and I never could see myself that there was the slightest difficulty. I am sure there never was any objection on the part of masters to receiving inspectors and showing them all they could, and I never could see any difficulty in testing whether the teaching was efficient or not by a thorough system of inspection. I quite agree with Miss White that these inspectors should be men of high attainments, scholars, and gentlemen of good position, who would command respect throughout the country, and that, before beginning their work, if they had not done so already, it is most important that they should be allowed, and in fact made, to travel, and to get a thorough knowledge of what has been done in other countries, and acquire experience of foreign systems before beginning their work in this country. I think if two inspectors were set to work together, there would be many advantages therefrom. I am entirely against the suggestion which one or more witnesses have made, that if a school objects to inspection it should receive some grant, that grant to be increased by twenty, thirty, forty, or fifty per cent. if inspection is allowed.

6566. Mr. Justice MADDEN.—You would not admit a school to participation in results fees which objected to inspection. What right would a school have to a State grant which objected to inspection by the officer of the State?—I think it would be a misappropriation of public money to give a grant to any school which objected to an inspector coming to see that things were in proper order in that school. I should also like to see some arrangement for special grants to schools for fitting up, as I am sure many would be willing to do, proper laboratories or lecture rooms for teaching science, and also I think that special grants for such subjects as music and elocution would be desirable; and I certainly should like to see not only a strict report required from inspectors as to physical exercise and gymnasia, but some aid given by a State grant to those schools which did provide properly for the physical education of the boys—for their health.

As I said at the beginning, I think that we are in a peculiarly favourable position here for introducing the best system; we have seen all the systems introduced in countries on the Continent, we can judge of their advantages and disadvantages, see the mistakes they have made, and, though coming rather late in the day, I think that is no reason whatever why we should not now surpass them—not merely follow them, but actually take the lead, so that in a few years other countries may look upon this country as being the first in regard to these educational matters. Before you proceed to put questions to me, might I add just one word on a point which I had almost overlooked. I think whatever arrangements are made, considering the progress that is constantly being made in education, all schoolmasters and others should be warned that they must not look on matters in any way as vested interests; they must recognise that every seven years or so reasonable alterations and progress will be made. I think that should be kept in mind whatever system is adopted.

6567. CHAIRMAN.—I entirely agree with that. There are a few questions I wish to ask you. I take it for granted that you would like to see some arrangement between the Science and Art Department and our Board by which one inspection, or one examination, if examinations shall continue, should answer the purposes of both departments?—I quite think so. I think they should work in harmony—work together. Either the Science and Art Department's inspector's report might be recognised by these Commissioners, or, if more convenient to you, the two inspectors might go together, and the school be inspected by the inspector of the Board, and by the inspector of the Science and Art Department.

6568. That would require, in our case, legislation; but I suppose you consider it would be well worth obtaining legislation to ensure that result?—Quite so.

6569. At present the Science and Art Department makes grants as the result of inspection alone, without examination?—Yes.

6570. That is a change that has been introduced within recent years; is not that so?—The change has been introduced since I last made any inspections.

6571. But you, as the head of the Science and Art Department here, know that?—I know it, of course, though as a matter of fact I have nothing to do with those matters now; they are entirely under Professor Preston.

6572. Then I shall not trouble you about that. I was about to ask you as to your experience in those matters, but if Professor Preston knows more about them than you do, I shall not trouble you?—I believe he does. I hear, of course, what is going on, but he takes that branch.

6573. Most Rev. Dr. WALSH.—He has practical experience of the work?—He has practical experience of it. I am sure it does work well, from what I hear when I am in London.

6574. CHAIRMAN.—I must ask you a few questions to apply your general observations to our concrete system here, with a view to obtaining the benefit of your opinion as to the particulars of the alterations we should make. Were you furnished with a copy of the memorandum we prepared for the information of witnesses?—Yes.

6575. The first question I wish to ask you is in reference to this inspection and examination—especially in reference to examination. You are aware that by this Act it is a condition precedent to a school obtaining any grant that some of its students should pass this general examination. Are you aware of that principle in our Act?—I am aware of that.

6576. That is the results system?—I saw that, yes.

6577. And it is also essential that a student should pass the examination before he can obtain any prize?—Yes.

6578. That is an essential principle in the Act. Now, of course, you recognise the impossibility of ascertaining whether students have been taught practical science efficiently, by a mere paper examination?—It is quite impossible.

6579. And would you not think that to test the students properly, the students individually should be seen at work in the laboratory, or questioned *viva voce*, as distinct from the teacher's mere mode of teaching being observed?—Oh, that is absolutely necessary.

6580. You, of course, would not consider it satisfactory that a student should obtain an exhibition by his superiority over his fellow students being gained by a large number of marks in chemistry and natural physiology, when he had never worked in a laboratory, and when no practical evidence of his knowledge had been given?—No, I look upon that as very wrong, indeed.

6581. The same observation, I suppose, in your opinion, applies to the teaching of modern languages?—Quite so.

6582. A *viva voce* test is absolutely essential?—Absolutely essential.

6583. Coming to English, you have told us that you consider that it is absolutely essential that elocution should be taught?—I think it is very important.

6584. And, of course, that it should be tested?—I think it very important, and I think it must be tested by an inspector.

6585. And of course in an ideal system the result of the test ought to be taken into consideration in awarding the exhibitions, if there were exhibitions?—I am not so sure of that. I should like to see very few exhibitions, and I think that those should be for exceptional students entirely.

6586. I tried to eliminate that question by saying if there were exhibitions, but I shall put it in this way. Supposing results of examinations as to the order of the students in merit were published, would you consider that the result of that *viva voce* test in elocution should be taken into account in ascertaining the relative merits of the students?—I should be inclined to say that when the inspector visits the school he must ascertain that every student in the class is being properly taught to pronounce the modern language which is taught in the class—to pronounce English, and to read and speak it well; and upon that being reported, then I would allow any of those boys so reported on to go in for prizes and exhibitions. I would not give marks for that.

6587. You would not give marks for that?—No, I would not.

6588. The general result of your remarks is that you think inspection is essential, and that examination is not sufficient?—That is quite so.

6589. You of course recognise that there are various evils incident to an examination upon the result of which, either wholly or in part, money payments will depend to schools?—I think there are.

6590. I should like to bring you, then, at once, to this question. Which would you prefer that the payments to the schools should depend upon both the results of inspection and the results of examination, or upon the results of inspections alone?—I should like to see them depend on the inspection alone, but I think it is very likely it might be necessary, for a time, as a temporary measure, to make it depend on the two; and I should like this Commission to have power to gradually eliminate one, and, in a few years' time, to make it depend on inspection only.

6591. Perhaps for a time there might be an option given under which system the results fees should be paid?—There might be.

6592. I mean that under certain circumstances a school might elect that the payment should depend upon inspection alone, or it might elect that it should depend partly upon inspection and partly upon examination?—I would like to see the Commissioners lay down their rules on that subject, and not leave it optional with the schools.

6593. I am glad to hear you say that, Colonel Plunkett, but some of the witnesses are in favour of an option?—I should not like to see a school recognised that said, for some reason or another, "We should not like inspection."

6594. I do not mean that; I mean whether they should have a right to elect between their grants depending upon inspection alone, or depending upon inspection plus examination?—I think it is a matter for the Commissioners to lay down what they think wise.

Adjourned for a short time.

6595. I wish to bring you to some of the special difficulties that we (I mean the Intermediate Education Board) have to deal with, in order to have the benefit of your experience as to the best way of obviating them. Of course you know that the Science and Art Department is governed by rules and not by Act of Parliament?—Yes, it is.

6596. And that in the systems of elementary education in England and in Ireland the grants to a certain extent depend upon rules. In elementary primary education in Ireland they depend on rules altogether, and these rules can be altered without an Act of Parliament?—Yes.

6597. Now the difficulty in which we are is that as the Act at present stands it requires an Act of Parliament to make any alteration in the essential principle of the system, or to extend our powers as to the application of our money. I will take one of the difficulties we have had. It was in reference to Applied Science. Of course it is necessary to teach Applied Science practically, that there shall be a laboratory properly equipped—at least, equipped to a certain extent, and we have not power to make any grant for that purpose. You are aware of that?—I am aware of that.

6598. Under the Science and Art Department a grant may be obtained of, I believe, half the amount necessary?—Quite so.

6599. The locality providing the other half?—Yes, that is so.

6600. But I suppose you are aware of the almost insuperable difficulty there is in Ireland in getting the locality to subscribe the other necessary half?—Yes, I am quite aware of that.

6601. It is a very practical difficulty with us. We are a great deal poorer than England, and the application to Ireland of the same rules as exist in England often works with hardship. Now, this Irish Intermediate Fund is a local fund in the sense of being distinct from an Imperial fund. Would you think it an advantage to education if we had power, out of our funds, to provide that second half—that local half—so as to enable the country to get the benefit of the other half from the Imperial grant, and thus have this necessary condition fulfilled of having practical Science taught?—I think it would be an advantage, decidedly.

6602. A change of that sort, speaking generally, could in England be effected by a rule of the Department without going to Parliament. It cannot in this country. Would you consider it would be an advantage to Education that, as we cannot alter our rules without the consent of the Lord Lieutenant, the Government Department for Ireland, and also without subjecting them to the control of Parliament by laying them upon the table of the House, we should obtain extended powers under which the Lord Lieutenant, in reference to Intermediate Education, should have the same powers as the English Minister of Education has in England in reference to the educational matters under his disposal. In other words, that such a matter as conferring power on us to make such a grant should be effected by rules approved of by the Lord Lieutenant and not objected to by Parliament?—I have not studied the legal aspects of the case in any way, but generally speaking, that is entirely my view. I think that the authorities responsible for this education in Ireland should have powers of that kind.

6603. Mr. Justice MADDEN.—But in the last resort the system of education is subject to the control of Parliament in England; the vote must be passed by the House?—Quite true.

6604. CHAIRMAN.—Just one moment. In the present position of Ireland, in dealing with this matter, we necessarily, I think you will observe, must proceed in a cautious and tentative way. It is impossible that we can, at any one given moment, know the exact powers that we should ask Parliament to confer upon us if we were to ask for defined special powers. You understand that?—Quite so; I quite follow you.

6605. And to obtain an Irish Act in Parliament now seems to be something more difficult than winning the battle of Waterloo?—It is difficult, certainly

6606. I want the benefit of your experience. Do you think that it would be in the interest of education

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that we should obtain power to apply our funds to the promotion of Intermediate education in any manner in which we, the Board, should think fit, with the consent of the Lord Lieutenant, and subject, as everything we do is, to the control of Parliament?—That is entirely my view—absolutely—I think this Board should be able from time to time to vary, as by experience they find is required, disposal of the funds placed in their hands for distribution.

6607. As the English department has?—Certainly.

6608. If we had that power there would not have been any necessity for this Commission?—Of course Parliament has always control at the last if they choose to exercise it.

6609. I shall bring you to another question that has given me a great deal of difficulty, and which, during the twenty years I have been on this Board, I have looked into very often. In reference to matters such as modern languages and these practical scientific subjects, the great utility of which I recognise quite as much as you yourself do one of our great difficulties is that of procuring teachers for small schools in the country. It has been suggested by some witnesses who have sent in replies to us that if we could encourage the creation of a class of teachers of those subjects, so that the schools might have the benefit of their teaching, it would be one preliminary step almost essential to carrying out our views through the entire of Ireland. Would you approve of our having power to dedicate part of our funds to that purpose?—Yes, I think that would be a very reasonable step to take, indeed. We cannot make any progress in such things without trained teachers.

6610. Eighteen years ago I found that to be the real difficulty in the application of this Act in reference to several subject matters. It has since been to a certain extent obviated. In the Roman Catholic schools the mathematical teachers have been very much improved, but almost all classes are still lamentably off as regards the teaching of modern languages and Natural Science. Would you approve of our having, not natives of a foreign country, but our own countrymen and countrywomen sent to foreign countries, of there their acquiring knowledge of the languages, and of their coming back and teaching them in this country?—That is the proper way, and then they should be practically guaranteed a fair livelihood in this country.

6611. Of course they should. We have some funds at our disposal which might perhaps be applied as well in that way as in any other?—I would point out that as regards the teaching of practical science, the College of Science in Dublin has trained a considerable number of men who have gone out, and who are now at important technical schools, not for teaching handicrafts, but practical science, in Birmingham, and, I think, Manchester, and many other important places in England, but I have only heard of one being tried in Ireland. There is no opening for them here; they go to England to teach.

6612. At present, under our Act we are practically unable to have a *viva voce* examination?—I know.

6613. Then, when it is not possible to have a *viva voce* examination in the schools, you understand the temptation there is to teach book learning only, to save the expense of having a practical science teacher upon the spot?—That is natural.

6614. I come, now, to an important matter, the division of the courses which you have so clearly pointed out in the written replies you have sent to us; I think that you may have observed a suggestion somewhat of that nature upon our printed paper No. 2?—Yes, I did.

6615. First, there must of course be a grammar school course as one alternative?—Certainly.

6616. Secondly, you are of opinion (I entirely agree with you, if I may be allowed to say so), that there should be what you call an Intermediate course, that is, a course extending up to the age of eighteen years for science teaching in order to lead on to the highest scientific training; is not that so?—Yes, I look upon that as quite necessary.

6617. You look upon that as absolutely essential in order to take advantage of the opportunities there are in this country and elsewhere to enter upon the highest walks of science?—Quite so; that is absolutely necessary.

6618. I also understand that you think it would be an essential part of that course that at least one modern language should be learnt?—Oh, yes—at least one.

6619. All admit that some of the best books in nearly every practical science subject are written either in French or German?—A very large proportion in German, and a good many in French.

6620. And that at least an ability to read German or French is almost essential to obtaining the highest scientific culture?—Quite so.

6621. At what time do you think that separation of courses should commence—at what age of the students?—I think it is a subject open to discussion; I should not like to dogmatise, but I am inclined myself to the Swedish system.

6622. At what age is that?—Or that which I mentioned as that of the Reform Gymnasia in Germany—from about 12 or 13 they separate. They learn one modern language from 9 up to 12 or 13, and then specialise, going either to the classical or to the modern side.

6623. I think you said that at some of the schools at Frankfort they begin to specialise at 12—the courses begin to divide at the age of 12?—Yes.

6624. We have had a good deal of evidence on this subject, so I must ask you a few more questions upon it. Without going into the vexed question—in which I do not believe all persons will ever agree—as to whether the highest amount of culture can be attained by what is strictly a grammar school education, or by what is now called the education of the modern side, would you be of opinion that when modern languages are introduced into this scientific course, that course would lead to the degree of culture suited to a gentleman and to a person who would attain that position in his profession to which the highest scientific training ought to entitle him?—I do not believe myself personally that what is called a modern education will ever be quite equal, in point of real culture, to a classical education, but I think it is absolutely essential—we cannot help ourselves nowadays. It is not a question of whether you will give a classical or a modern education to a man who is going to be, for instance, an electrical engineer or a mining engineer; it is—Will you give him a thorough modern education, which is an educational training, or allow him to pick up at haphazard little scraps of education, and go out not half educated, or one-third educated into the world?

6625. Without going into a comparison of the effect of the two sides, you think that the courses ought to divide at about the age of 12?—I do—say between 12 and 13.

6626. Then, as I gather, you would have four courses?—I would have certainly four, but I think it is a matter that requires considerable consideration, and I think it is quite possible that after going carefully through the Swedish, the Swiss, and other systems, one might decide upon five courses instead of four. The Germans, as I pointed out, have six.

6627. Let us first go through the four, and then we shall have a word as to any other possible number. There should be, first, a grammar school course, and you would contemplate the students in that course continuing until they were about 18?—About 18.

6628. That course would lead up to the university, and to the learned professions,—the so-called learned professions?—That is exactly what it would be for.

6629. The second course, as I shall call it, the Intermediate scientific course, you contemplate would extend also till the students were about eighteen years of age?—To about the same age, with a view to entering a technical college or college of science, whichever we like to call it.

6630. And that course would ultimately lead up to those professions to which a knowledge of practical science is essential?—Exactly; that would be the object.

6631. You are aware that there is a want much felt in Ireland, of persons who answer that description?—It is a very serious one indeed in this country.

6632. All the professions are overstocked, or all the so-called liberal professions are. There are several occupations, or modern professions, as I may call them, which have been developed, in which a person can rise to the highest position, and make the largest amount of remuneration, and we are practically unable to supply any candidates for those occupations?—Quite so; we have numbers of young men who are educated for the learned professions unable to find employment, while those other professions, which have risen up, as you have pointed out, in modern times, and which require very highly educated men on the modern side, are unable to fill their ranks, and practically we have to import men from other countries to fill those places.

6633. The two classes which have practically come under my own personal observation are persons who have a very high knowledge of chemistry, and who are often engaged in large breweries and large chemical manufactories at high remuneration; I do not know at present one of those gentlemen whose education was not finished in Germany?—That is usually the case.

6634. We have good education in this country which leads up to that higher training. For instance, in the Science and Art Department—in the College of Science I mean?—We have provision, to a very limited extent, for giving this highest practical training, which as I have said has turned out such men as first-rate teachers, as we know them to be from the fact of their being engaged in important places in Manchester and so on, but only to a very limited extent to what we ought to have it; and, as I have mentioned, the Irish Intermediate youth as a rule, has not had the preparatory education fitted to bring him there.

6635. That course of education would be a course upon which a youth of about eighteen would enter; but in order to fit himself to enter upon that course, it would be necessary that he had a long training in elementary science?—Quite so. Did you use the word "elementary" purposely, Chief Baron.

6636. I meant elementary in the sense of preparatory; I should have said, a long training in preparatory science?—Quite so.

6637. That is a want which is entirely unfulfilled in this country, as far as our Intermediate system is concerned?—Practically it is not provided in this country.

6638. Your two other courses you called courses of secondary education. By the way, I observe you had a difficulty, when you wrote your written statement, as to whether the education mentioned in this Act would necessarily be confined to education which would lead to a university. Well, in point of law, the difficulty does not exist. The words "Intermediate education" on the construction of this particular Act whatever they may mean elsewhere, is more extensive than that, and would include education which was intended to lead up to the scientific instruction you mention. We shall now take the two courses you call secondary education. One of them, as I understand, you intend should be suited to gentlemen who were entering commercial life?—Quite so.

6639. When would you contemplate that their education should cease—at what age?—Generally speaking, between sixteen and seventeen.

6640. That course then would suit a large number of those who are our present difficulty, those who leave us at about the age of sixteen?—It would practically take the whole of those—it would be those students.

6641. How many years' training of that class of student would you desire us to encourage, in other words, when should they commence?—I think six or seven years; you should take them from about nine years old. I do not mean that the examinations should be suitable for children of that age.

6642. No. As I understand, your view is that there should be no general examination, at least for pass, and very few exhibitions?—Certainly.

6643. Assuming that there were no examination, you consider that there should be a long course of training—we will not mind how many years—that would terminate at between sixteen and seventeen years of age?—That is my idea.

6644. What would be the ultimate end in life of the fourth course which you suggest?—It would be for the youth who wants to enter into electrical works—manufactories of all kinds, and all those occupations in which a certain amount of science is required, but in positions for which the remuneration is not sufficient to tempt the youth who can afford to continue his education up to one or two and twenty.

6645. Would it be the rank of skilled artisans, or higher than that?—Higher than the skilled artisan.

6646. But inferior to the students who would be in course No. 2?—Inferior to the man who should be called an electrical engineer, for instance, who must be a gentleman of thorough education, and one or two and twenty when he leaves his college course, and then begins his practical course.

6647. You have been good enough to tell us your view about the advantages of a leaving certificate, which has been adopted in a great number of countries, in Scotland and in many continental countries; is not that so? Are you aware of the existence of a leaving certificate in Scotland?—No.

6648. Then we shall take the German leaving certificate. Are you in favour of there being an examination in this country for a leaving certificate?—I think it will have to be brought in by degrees; it is too new a thing to be brought in all at once, but I should like to see this Commission introduce it in the course of a few years. In the first place they would have to rely on the reports of the inspectors, who would see that the boys were soundly taught, question some of the students, and so on, and I think in time an examination would be combined with that which would exactly fill the place of the German leaving examination. I think it could hardly be introduced all at once.

6649. You see there is a difficulty. I am anxious for this leaving examination, but there are some difficulties which present themselves to my mind about it. Supposing instalments of money are paid by the State for two or three years to a student under a system which involves that the student will present himself for examination at the end of his course—say at 16 years of age—for the purpose of obtaining a leaving certificate. Well, he does not so present himself. All you can do is to stop the instalments; you cannot call back the sums paid in earlier years. How is that dealt with in Germany and those other countries?—I cannot say, but I should not regret the payments made in previous years if you were satisfied by your inspector's previous reports that the boy has been well trained, and that the time spent by him at the school has not been time lost. I should consider that in a case of that kind the money had not been wasted.

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6650. One question more. In a system that would gradually lead up to a leaving certificate obtained upon examination, are you of opinion that that one examination would be sufficient for the student during his entire course, if there were a good system of inspection?—I think it would, as a rule, though I think we must retain competitive examinations for the exhibitions.

6651. But for pass students you consider that one leaving examination, and a good system of inspection, would be amply sufficient guarantee to the State?—I think it would be, and I feel sure it would be, after a few years' experience.

Mr. Justice MADDEN.—If I do not think it necessary to ask you any questions, it is because you have put me so fully and completely in possession of your views in your answers to the Chief Baron, and I have only to say that I am extremely obliged to you for the assistance you have given us.

O'CONOR DON.—I may say the same; your views could not have been stated more clearly.

6652. Rev. Dr. TODD MARTIN.—There are one or two points I should just like to call your attention to. I notice that in your written evidence here you say that parents avoid schools connected with this Board?—I have known actual instances of that—several.

6653. Boys or girls?—I think all the parents I have actually spoken to have been the parents of boys.

6654. Were they of the same class as formerly sent their sons to England to be educated?—I can hardly answer that.

6655. I wanted to know whether it was really on account of the connection of the school with this Intermediate Board that the parents did not send their children there?—Two or three of those whom I have asked have been in just the position of parents who, I should think, would be likely to send their children to the schools assisted by the Intermediate Board, and when I have asked their opinion about it they have said, "I would not allow a boy of mine to go in for it."

6656. Mr. Justice MADDEN.—Did they give their reasons?—Several did. One, that I am thinking of, said that he did not find they were really taught well; he found that the attention of the master was confined to cramming certain subjects, and that the general education given in the school was not as good as in those schools that did not go in for the competition.

6657. Rev. Dr. TODD MARTIN.—Then he had had boys at the school before?—I cannot tell you whether he had or not. I have asked these questions in order to gather the general opinion—the public opinion—on the subject; I did not cross-question my informants.

6658. You speak of the backwardness of this country in experimental science. Can you mention the main causes operating to produce that effect?—I think it has been chiefly owing to the great encouragement given to grammar school, or classical, education, that it has not paid the schoolmasters to teach practical science, to teach science at all. As regards the practical teaching of it, undoubtedly under the system hitherto administered it has paid better to cram from text books, without teaching science practically.

6659. Taking first the gaining of results fees; could not a teacher, under the rules of this Board, have gained very full results fees, neglecting classics altogether?—I have never made any calculation as to that.

6660. You have not looked at the totals of markings from that point of view?—I imagine the masters know best what will fill their own pockets, and they have decided that the literary course fills them very much better than the scientific.

6661. May there not be another cause. Suppose you educate a boy for a science college up to the age of 17, where can you send him?—To the College of Science in Dublin. Though it has been full, it has never been actually overcrowded to that extent.

6662. Would that open for him a career in the application of the sciences?—It has opened a career to many, but they have always had to go to England to get the career.

6663. So that the teachers have in that respect misled, rather, the parents and pupils. Suppose you take a parent, an intelligent man, who wants his boy to succeed in the world; it would be very natural for him to turn his attention to the application of science to these practical matters. Would he not present to the teacher that purpose of his, and ask him to educate his boy and send him to the Dublin School of Science?—I think not; I think that the parents, with very few exceptions, in this country know nothing about scientific education; I think it is entirely the opposite.

6664. You make the same remark about foreign languages. I think you say that as regards foreign languages—"The system is, so far as my experience goes, decidedly a failure. I believe there is a much smaller percentage of persons in this country who can talk with a Frenchman, German, Spaniard or Italian than even in Great Britain, and very much smaller than the proportion of English-speaking persons in Continental countries"?—Yes.

6665. That is no doubt quite true. Looking at that matter practically, is there not a much larger proportion of students to whom that knowledge of the continental languages would be of advantage in England than in this country?—No. I should think not; I see no reason why there should be. I do not think we are so out of the world as all that. No.

6666. Take a student in this country: what opportunity will he have of turning that practical knowledge of a continental language to account?—It depends entirely upon what career he follows after he ceases to be a student.

6667. But I am supposing a student who is learning the language with the intention that it should be of profit to him. Suppose he go into business in this country, what opportunity will he have there?—An Irish commercial traveller, if he is in Germany or in France, requires to be able to speak the language of the country just as much as a Scotchman or an Englishman; his nationality makes no difference.

6668. But unless he is going to become a commercial traveller?—That is one of our weakest points. We are being cut out all over the world by foreign commercial travellers, because our travellers from England, and still more from Ireland, cannot speak any language but their own. If, on the other hand, a man wants to take up scientific pursuits, he requires to be familiar with German and French.

6669. But rather with reading than speaking the languages—is not that so?—The reading he gets he generally forgets again before long, as far as I have seen, because he has never thoroughly mastered the language, only crammed up the books for the time.

6670. Is it not the case that that facility of speaking foreign languages is practically, for most of the students under the Intermediate Board, of little advantage in advancing them in life?—In my opinion it is of the very greatest advantage. A man who can speak a couple of languages is worth two who can speak only one. I mean if he is thoroughly at home in the language, and can use foreign documents in corresponding, he is a far more useful man than one who cannot. I regard it as one of the best possible trainings.

6671. You make the observation under Rule 40:—"For boys intended for a commercial career fluency of conversation and ability to correspond in two or three foreign languages are most important." Now, in this country most boys go, as we have heard, at the age of 16 to business. Would it be possible to give them that command of two or three foreign languages without trenching upon other necessary

studies?—For a boy who is going to business at about 16, a foreign language is of the utmost importance. Of course, he must have arithmetic and so on, but a foreign language is one of the most important subjects, I think, to open his mind and to improve him generally, and this is still more the case with regard to a boy who is going on to a higher commercial education, or a higher scientific education.

6672. But I am thinking of this. A boy leaves school for business at 16. Will he, at that stage in his progress, have command of two or three foreign languages while he has pursued the other subjects that are necessary for a commercial career?—He would hardly have command of three by that time, that would apply more to the Intermediate stage—the boy who goes on to 18; but he might acquire a knowledge of one or two, which would be far more use to him than the amount of Greek and Latin which he would be able to learn by the age of 16—ten times more useful.

6673. I am not bringing in a comparison between Greek and Latin and these modern languages. There is another important question that you brought before us; that is, inspection. Your idea is that ultimately we should have payment to the schools on inspection alone. Would that inspection imply the examination of each of the pupils in the various subjects taught him in the school?—Not necessarily of each pupil. The inspector, when he inspects a class, might question only one, or only a proportion of them. You must leave that to your inspector in examining the class.

6674. But you would mean the inspection to be a careful and minute inspection?—Oh, undoubtedly.

6675. Have you considered this—the difference between inspection as an instrument for securing effective teaching under a State-organised system like those you have brought before us, the continental systems, and an absolutely free school system like ours here?—The cases I brought forward were, many of them, with reference to free school systems, such as that of Switzerland.

6676. But these free schools are under the control of a central authority, and the course of education, as I understood you, is directed by that central authority?—The course of education is not laid down by the central authority. The school has, in Switzerland, to send up its programme, and get it approved, but it can send up any programme it likes.

6677. But it can keep no programme that has not the full approbation of the central authority?—Certainly not; without some control no central authority in any country would dream of handing over money to schools.

6678. And the teachers in those schools are all certificated teachers?—They are all obliged to have certain qualifications. No inefficient teacher is practically allowed in the schools.

6679. Whether they are private or public?—Whether private or public.

6680. You suggested that teachers should have a Continental training—that is, those teaching modern languages. You think that would be desirable, at least?—Very desirable, at all events, for some time to come. In time it might not be necessary; they might do it at home.

6681. You added to that, of course, the necessary practical suggestion that these teachers should have their professional position guaranteed?—It must either be guaranteed, or there must be a practical certainty that the man will have a good opening. Of course, if there is a great call for teachers of any foreign languages in Ireland, or for teachers of chemistry or physics, then, if they are able, at a moderate expense, to obtain the necessary training, they will obtain it, feeling sure that when they come home they will get employment.

6682. Of course, no central board could force a teacher to get that kind of training in this country?—No; but it could force a school not to take an inefficient teacher, and it could refuse to recognise any school not complying with that condition. Then the teachers would take care to qualify themselves.

6683. All the systems you brought before us have, I think, one type in common—the very great extent to which the State controls the whole system of education?—Generally speaking they have, but the systems of different countries are all very different.

6684. Of course I understand that. But they do not differ in this—that the State lays its hand very firmly upon the education of the people?—In a different way in different countries, but still it is controlled very effectively by every one of them.

6685. The principle that has been adopted in this country is that the grasp of the State should be, as far as possible, relaxed in Intermediate schools—at least, that it has not been a firm grasp, and that there should be no tightening of it?—I consider that a very bad principle indeed, if you lay it down as a principle—a very bad one.

6686. I just wanted your opinion about that. That is one of the practical difficulties this Board would have to face in making a recommendation—that is, that we are dealing with a variety of very powerful interests, which interests are decidedly opposed to allowing the State to tighten its grasp upon them?—The only side of that which I have seen practically—and that was a few years ago; Professor Preston will speak more practically for the last five or six years—is as regards practical science education, and there I have not found the slightest difficulty raised. I have been to inspect classes in all descriptions of schools, endowed and unendowed, including several of the Christian Brothers' schools, and I have been always cordially received by the master and the teachers. They have been glad to talk over the prospects of the classes, and to discuss any questions connected therewith; they have received any suggestions most cordially; and I do not see why there should be any difficulty in regard to literary subjects any more than in science or art subjects.

6687. You see no difficulty in extending that grasp of the State over the entire secular teaching of the schools?—None at all.

6688. And your recommendation is that we should address ourselves to having the system modified so that it should be controlled in that way by the State?—Oh, certainly.

6689. Dr. BARKLEY.—You told us of the great increase of schools of science in England, and ended by saying that there were none in Ireland. I suppose, in order to understand that thoroughly, the distinction drawn by your Department between science schools and schools of science has to be borne in mind?—Yes, I have explained that School of Science is now technically recognised as the name of what was formerly called an Organised Science School; and of those, according to the latest return, which I looked at only last week, there are absolutely none in Ireland. There may be some put in since that I do not know of, but there are absolutely none in that return.

6690. I do not know of any coming under that designation, but I think there are schools assisted in Ireland?—There are several science classes in Ireland, which are assisted, of course; but there are not nearly as many as there were; they have been going down in number for several years past; but there are science classes, of course.

6691. It was from the Calendar of 1897 that I got the distinction between science schools and schools of science. Are not the schools of science a special class of school somewhat higher than those called science schools?—This is the definition in page 46 of the Directory:—"A school of science, as distinguished from a science school or class, is one in which the instruction is carried on methodically according to one or other of the courses laid down in the following rules or according to a course which has been specially submitted to and approved by the

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Department"—&c., &c. Then :—"A school of science must provide a thorough and progressive course of education in science combined with literary or commercial instruction adapted to students whose education is such"—&c., &c.—I need not read the detail. Then they give on page 48 several courses—an elementary mathematical course, an advanced physical course, an advanced mechanical course, each one having so many compulsory subjects and so many optional subjects; and there is an advanced biological course, and there are courses for women students; and they explain that foreign languages or certain other subjects must be taken in connection with these, and if that is carried out according to these rules that is called a School of Science. Of those in the return I looked at (for 1897, I think), there were 160 in England and absolutely none in Ireland.

6692. But that does not imply that there are no schools that may be called science schools in Ireland?—I am not sure. There are science classes and there may be some science schools; no doubt Professor Preston will be able to tell you about that. It is five years since I inspected any.

6693. Most Rev. Dr. WALSH.—There were none in your time?—Many things have died out since that time, and they may have died out if there were any.

6694. Dr. BARKLEY.—In the Calendar which I saw, some of the schools mentioned were primary or Intermediate schools with a science side, but there were others which are specially described as schools of science or art. One, I think, in Derry, one in Cork, and one in Belfast were described as schools of science and art. That is a distinct class of school from what your Department calls a school of science?—Quite so. The other way is rather the way of putting it. The School of Science is a special type of school combining a science school with certain other things.

6695. And in advocating greater assistance to practical science in Ireland, do you think that it is desirable that that practical science should be taught in special schools, making it their main object to teach science, or that the science schools should be departments of schools giving a general Intermediate education?—I think that must vary according to localities. In some places I think a school would advantageously have two or three courses running concurrently, one more scientific, one more commercial, and one more on the lines of the grammar school; whereas in places like Dublin and Belfast it would very likely pay better for one school to be entirely grammar school, and another working on the lines of a school of science.

6696. The general difficulty about courses running concurrently is that if the school is not a large one it involves the multiplication of classes and consequently a multiplication of teachers?—Quite so; I think that must be left to particular localities; that is a point on which I would not draw hard and fast lines.

6697. In the paper that you have given us, you say that the evil of specialising at too early an age is be avoided. Do you think that the evil of specialising is sufficiently avoided by making the separation at the Junior Grade—I see it is at the Junior Grade that you make a separation into certain distinct courses?—That depends entirely on what subjects you carry on in the different courses. You have to make a compromise. As I say, it is a matter of time. You have to drop certain subjects in order that the boy may work harder at the special subjects he requires. One drops with regret certain subjects, but they have to be dropped.

6698. Are you referring to the age when the boy has to prepare for Junior Grade?—It depends entirely on how it is done. I should not like to see a boy drop entirely all his literary education and devote himself entirely to science—that would be a great misfortune to the boy; but a certain amount has to be dropped.

6699. The course you suggest would provide for a certain amount of literary education being continued?—My own personal feelings are entirely in favour of keeping up as much literary education as possible. I should be very sorry to see these subjects go out, but I think it is absolutely necessary to drop them at a certain time.

6700. I think your answers to the Chief Baron were rather calculated to produce the impression that general examinations have been done away with in your Department. You did not mean to convey that, perhaps?—No; the pecuniary grants are now made on attendances and inspections, not on the result of examinations; but the examinations are maintained.

6701. In the Calendar for 1897 I saw that while the grants were on attendances there were additions to those grants for efficiency and also for success at the general examinations?—That is so, but I would very much prefer you to ask these questions of Professor Preston. For many years past these matters have not interested me directly, but he will be able to answer you with authority.

6702. Most Rev. Dr. WALSH.—In reference to this question of State control, there are two ways in which the State can exercise control over a school—one in reference to the fixing of the programme, as distinct from leaving it elastic, and the other in securing an efficient staff in the school. Do you consider that the second form of control is objectionable?—No, not at all.

6703. I believe it is the fundamental point—the starting point—of your whole system of grants for science and art in Ireland, that the Department shall be satisfied of the qualification of the teacher: the words of your very first regulation on the subject are that "the teacher of a school or class must be recognised by the Department as qualified"?—That has always been the case from the beginning of the working of the Department.

6704. You have never found that objected to in Ireland?—Not at all.

6705. On the contrary, your experience has been rather pleasant?—Quite so.

6706 Then you do not anticipate any difficulty as regards that form of State control?—Not the least difficulty.

6707. Of course there may be a reasonable, or an unreasonable method of testing it, and I suppose the circumstances of different countries may make one method advisable in one country and another in another; but, as a matter of fact, you have it in Ireland, and it forms the whole starting point of your work, that you must be satisfied of the efficiency of the teacher before giving a grant?—Yes, and there has never been any difficulty in that.

6708. Now, as to the other point, the interference of the State as regards the elasticity or inelasticity of the programme, can you conceive any form of State control that exercises a tighter grasp upon the work of the school than the system which we have in Ireland under the Intermediate Board, prescribing in each subject the particular books that are to be studied, and indicating by the examinations from year to year the method in which the knowledge of the students will be tested?—I think the grasp is very tight indeed in some respects.

6709. Comparing it with the Continental systems, is there not this difference—that in all the Continental systems you have spoken of a great deal of latitude is left to the particular schools to draw up their own programme on the subjects in which the examination is to be held?—In some countries remarkable latitude—quite remarkable.

6710. Take even Germany, where education is so highly organised. We have it here in evidence that one of the fundamental principles of the "leaving" examination is that the examination is to be held on a programme drawn up by the school on the lines of the work of the school?—Quite so.

6711. So that, as regards that point, there is far more control exercised by the State at present in Ireland, through the Intermediate Education Board, than there is in these foreign countries, even in Germany?—If I may say so, although only to a limited extent in

this country and upon certain points only, the control is very tight indeed in this country; there is nothing like the freedom allowed.

6712. Does it not come to this—that in Ireland if you separate the two points in which the State may interfere, the State interferes to a very large extent on the point where State interference is undesirable, and not at all in the point where State interference is desirable? —That is certainly the way I should put it myself.

6713. Now in reference to our system generally, you are aware of course what the essence of our Intermediate system is, but I wish to put a question upon it, and take it in this way. Our present system consists practically of three points—that we test the work of the schools by examination only; secondly, that our examination is a common examination for all the youth of the country; and thirdly, that it is exclusively a written examination. Now taking these points, first, second, and third, do you think that any one of the three is a good point. First, that the work of the school should be tested by examination only?—That is not good.

6714. Secondly, that there being an examination, it is a common examination for the whole country, without any reference to the circumstances of particular schools?—If it were done judiciously and widely enough, on very broad principles—in fact, I may say in the way in which the examination in something like twenty-four subjects is done in the Science and Art Department, and if it is not competitive, but merely to ascertain that a certain amount of knowledge is attained——

6715. But taking it as competitive?—Taking it as competitive, it is highly mischievous.

6716. Mr. Justice MADDEN.—Will you finish your answer—if there is no competition, what then?—Then I do not see any fundamental objection to the same examination being held all over the country.

6717. Most Rev. Dr. WALSH.—There is a point I wish to direct your attention to which some of the witnesses have lost sight of. Our system allows a certain amount of latitude in the sense of allowing a choice of subjects, so that it is not so objectionable as it otherwise would be; but do you not think that a system which brings all the schools of the country under the influence of a common examination is a mischievous system, as regards competition?—Most decidedly.

6718. The third point in our system is that the examination which we hold is exclusively in writing. You do not consider that good?—I have a great objection to that indeed.

6719. Do you not think those three points, especially the last, are of such a description that they are incapable of being mended by any tinkering in detail?—I think they are; I think a fundamental change is necessary.

6720. In addition to all that, there is another aspect of the case—that by these examinations we do not merely test the knowledge of the students, but we also determine the amount of money that we give to the schools—what is known as the results system. I take it you would not object to a results system in the abstract, a system in which the money to be given to a school should depend upon the way in which work is done in that school?—I have no objection whatever to the grant depending upon good educational work being done in the school.

6721. It is well to have this point defined: the distinction is not always made: what you regard as objectionable in our present system is that it determines the amount of grant to the school by fixing it at so much per head for every pupil that passes a certain examination. To that you object?—To that I have strong objection.

6722. You have had a large educational experience. Do you know of any system in the whole world which proceeds on the lines which I have now indicated to you, as the essential lines of our Irish Intermediate system?—I believe there is no other.

6723. You are aware that there was a very important Commission in England recently—a few years ago—on secondary education?—Oh, yes.

6724. You have seen their report?—I have seen their report.

6725. You are aware that the Commission took evidence, I may say, from all parts of the world, with one remarkable exception—they ascertained the arrangements all over the Continent of Europe—the arrangements in America, in Australia, in New Zealand, and in various other colonies and dependencies, and yet they took not the slightest notice of our Intermediate system in Ireland?—I am quite aware of that.

6726. Do you not think that is a significant fact? —Very significant, indeed.

6727. Mr. Justice MADDEN.—Significant of what—of their wisdom or of our uselessness—of their conviction that our system is not a good one?—Yes; the latter.

6728. Most Rev. Dr. WALSH.—That was a very significant fact, and the significance of it is most fully brought out by the further fact that the recommendations of their Report, which was a unanimous one, go from first to last upon lines directly at variance with the lines of our system?—I think the point your Grace has put is a very strong one, and very significant, indeed.

6729. I take it that although you consider that in an ideal system the grant should be made to the schools as the result of inspection alone, you do not propose that in Ireland this should be done in the beginning?—I think it might be too much to introduce it suddenly, but in a few years we should come to it.

6730. It should be done tentatively, you think?—Tentatively.

6731. There is an important distinction to be made there. When people hear of a thing being done tentatively some of them think that an experiment is being tried to see whether the new plan is good or not, and then they say, "Oh, we object to having experiments tried on us; Ireland is too often made the victim of experiments." When you say "tentatively," do you mean that this proposed change should be made with the view of ascertaining by experiment whether the new system is good or not?—I took the word "tentatively" because you suggested it to me; I should rather say "gradually."

6732. Well, I think "tentatively" is a very good word. May I take it that this is the sense in which you would use it—that you would introduce it tentatively, not with a view of finding out whether it is a good system or not, but with a view of getting people gradually accustomed to it?—Quite so; that is entirely my idea.

6733. So I thought. A question was put to you, I think by the Chief Baron, as to whether you would leave an option to schools, under which of the two systems they would get their grants—inspection alone, or inspection plus examination. I think your view is that this should be decided by the Intermediate Education Board?—I should certainly not leave any option in the matter.

6734. Do you think it would be advisable for the Commissioners at any time to introduce a uniform regulation on that point for all the schools of Ireland? —I think decidedly so.

6735. Let me call your attention to this. I do not at all say that there is an exact parallel between the work of primary and Intermediate education, but in the English Code of 1895 for elementary schools, under which the old system of inspection plus examination was practically abolished, and the grant became payable on inspection alone—you are aware that such a change was made?—Yes.

6736. Well, from a very valuable memorandum of Mr. Struthers, of the Scotch Education Department, we learn that in that year, examination, in the ordinary sense of the word, was abolished altogether in the case of schools which had maintained for a sufficient time a standard of work "well above the level of inefficiency." For examination, in those schools, there was substituted

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inspection and visits without notice. You see, that, in England, the abolition of examination and the substitution of inspection is treated as a privilege to the school. In Ireland, as far as I can make out, it is looked on as some sort of a dreadful bugbear?—I think by very few indeed. From my experience, inspection, done thoroughly and reasonably, by competent men, will be absolutely welcomed.

6737. But you see, one of our difficulties here is that we have been discussing all this in the air, as if there were no system of inspection, such as that of the Science and Art Department, actually at work in Ireland. What I want to call attention to, at present, is this—that as the English Department did not abolish examinations absolutely, but gave that privilege to schools which "had maintained for a sufficient time a standard well above the level of inefficiency," might it not be possible to work on the same lines in Ireland, and to keep some schools longer than others under this system of examination if they were found to need the severe test that examination implies?—I think that would be worth considering.

6738. You do not wish to exclude that?—No; I think they might be released from examination gradually, as they showed themselves fit to be released from examination.

6739. Knowing that you have had such experience of modern languages, I was very glad to hear your view, that at all events for school children the best teachers would be natives of this country or of England. Instead of setting a native of France or Germany to examine children in the language of those countries—do you not think the children would get a much fairer examination from a native of this country who had himself learnt the language as they are learning it now?—It depends so much upon the individual.

6740. Supposing you got a competent man, do you not think that it would be more likely to turn out well than bringing in a foreigner who had not the same idea of the initial difficulties of the language as an English-speaking teacher?—Quite so; I look forward to having our own teachers thoroughly trained and competent to supersede the foreigner.

6741. Mr. Justice MADDEN.—I am tempted to ask you a question arising out of one put by his Grace about what exists in other parts of the world, and the reason I am so tempted is that you probably know more about other parts of the world than any other witness we are likely to have. Do you know any other part of the world in which the problem to be solved is the same as the problem before us—namely, the distribution of a limited endowment among schools of various degrees of efficiency in proportion to their relative merits?—No, I cannot say I do.

6742. Well, I do not think you will find one. That is a very different process from ascertaining (I am merely getting out the difference; how far it is of importance is another matter) by inspection whether schools come up to a standard entitling them to share in money voted by Parliament. It is a different problem?—I think it is extremely likely that there is a fixed grant available for private schools in, for instance, Sweden, and that therefore there a problem very like ours would arise, but I have never inquired. I think, very probably, the same problem has arisen in Sweden, because their system is extremely like ours, and perhaps also in two or three other countries.

Mr. Justice MADDEN.—We cannot get such definite assistance from other parts of the world as we would wish.

6743. Most Rev. Dr. WALSH.—You don't think that the fact that we have £80,000 a year to distribute is a very good reason why we should have a less perfect system?—No.

6744. Rev. Dr. TODD MARTIN.—I should like to ask you a question or two bearing on the liberty given in the Prussian schools. This is dated January 6th, 1892, and it says (reading) "I desire that in accordance with the 'Explanations of Practical Directions,' the curricula shall be uniformly introduced in all higher schools at the beginning of the school year, 1892-93." The curricula must be uniformly introduced in connection with the higher schools. Now, if you take that order the method which it adopts appears upon the time table for Gymnasia giving the number of hours each day in the week for Religion, German and Historical Narration, Latin, Greek, where it is introduced, French, where it is introduced, History and Geography, Arithmetic and Algebra, Natural History where it is introduced, Physics, Elements of Chemistry and Mineralogy, where introduced, Writing and Drawing. A definite number of hours in each of these subjects is fixed in every school?—As a matter of fact when I mentioned the question of liberty, I was referring to Switzerland and Denmark and not to Prussia. Still, even as regards Prussia there is a remarkable instance of the liberty which is allowed. The municipality, I think, of Berlin or Hamburg wanted to bring in a different time table, a different arrangement. They wanted to bring in a time table which would enable the boys of the primary schools to go from there to the secondary schools. The primary course in Germany finishes at thirteen, whereas the secondary school course begins at nine, and therefore a great change had to be made, and they suggested for approval a new time table which would allow boys of twelve to go into the secondary schools.

6745. In other words, they could not introduce them without that permission?—Under the established curricula they could not introduce them.

6746. And they got a modification?—They got an entirely new one sanctioned for those schools in order to suit their idea.

6747. In other words, they went to the State to have the State regulation altered so as to admit of this difference?—Yes, they sent it to the Education Department and they got it sanctioned.

6748. With regard to the fact that our schools are tied to a certain programme in classics, I find if you look at that Prussian programme in Latin you will see that the books sanctioned are there fixed?—Yes.

6749. So that in the Prussian schools they are teaching the same classical authors at the same hour all over the country?—In the classics I dare say that is so.

6750. Look at the time table. You see that is so?—Yes I don't know that they do it at the same time. The hours given per week have to be the same.

6751. And they teach the same books?—Yes. I don't hold the Prussians up as a model.

6752. The fact is that our teachers are at what hour they please teaching the same books all over the country. Is such an arrangement more binding and more restrictive to the liberty of the teacher than this one under the Prussian Order?—In some respects ours is stricter. In many respects the Prussian is stricter. I should like it to be distinctly understood that I am not holding up the Prussian system at all as a model.

6753. Most Rev. Dr. WALSH.—I don't wish to go back upon this. You have given in Mr. Sadler's memorandum on the Prussian system as part of your evidence?—Yes. This is a brief description of the Bavarian system given to me by Dr. Fischer of the College of Science (*hands in description.*)

CHAIRMAN.—We are much obliged to you. You have given us a great deal of assistance. We have occupied a great deal of your time.

THOMAS PRESTON, M.A., D.SC., F.R.S., Inspector of Schools under the Science and Art Department, examined. *Feb.* 3, 1899.

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6754. CHAIRMAN.—You are Professor of Natural Philosophy in University College, Dublin. Is that so?—Yes.

6755. And a Fellow of the Royal University of Ireland, and Science and Art Inspector for Ireland? Yes.

6756. You also were—I don't know whether you now are—an Examiner in Natural Philosophy for our Board?—Yes, for two years.

6757. I shall first ask you a few questions as to the Science and Art Department and some of the possibilities of correlation between it and our system?—I have prepared a short statement and perhaps you would like me to read it.

6758. I should very much?—I have had a long experience of the examination system both in schools and universities. I am now a Fellow of the Royal University and in that capacity I have examined at various university examinations in experimental physics and mathematical physics and lecture in the same subjects at University College. In this way I have had an opportunity of observing the effects of the Intermediate system of education as far as it affects the brightest boys. That is in University College itself.

6759. University College, Stephen's Green?—Yes. But a much larger and more intimate experience of it has been obtained in my capacity as Science and Art Inspector for Ireland. In this capacity I have visited various schools and classes in connection with the Department of Science and Art in Ireland, so that I come into contact with the schools, and teachers, and pupils, and see how the work is actually performed in the schools. It will be understood, however, that I now speak in my private capacity, and in no way as an officer of the Department of Science and Art, so that my remarks and suggestions in no way bind that Department, but only myself as an individual.

6760. And in no way bind the Department?—In no way bind the Department. In a report drawn up for the Royal Dublin Society, concerning the teaching of science in Intermediate schools, attention was directed to the serious fact that not only were the rules of the Intermediate Board such, that the schools found it undesirable to take up science subjects under that Board, but that the further evil resulted in the fact that the schools for the same reasons find it impossible to work in connection with the Department of Science and Art, and cannot avail themselves of its grants and support. As a consequence, the number of schools in connection with the Department has gradually declined, and still continues to decline, so that we may say that science teaching, other than mathematics, has become practically extinct, for the little that still remains (although good in a few exceptional cases) scarcely deserves the name of science teaching, or the support of any public department. At present there are less than one hundred Science and Art classes in Ireland. When I commenced as an inspector there were more than double that number, and as is mentioned in the report forwarded to the Lord Lieutenant by the Royal Dublin Society, the very serious decline in the number of classes was simultaneous with your increased grant. When you got more money to encourage teaching in Ireland, the teaching of science commenced to decline; of the one hundred schools now in connection with the Department in Ireland, about ten are evening classes in National schools. This great decline in the number of the primary school classes earning grants under the Department arises from certain alterations which the Department has made in the regulations in reference to the primary schools, so that the classes now in connection with the Department are mostly in art subjects or elementary science subjects in Intermediate schools. The arts subjects especially prevail in convent schools, so that a system of inspection and the machinery for conducting it already exists in Ireland. Some of the schools inspected by the Department are among the most private in Ireland, and if I can judge from the courtesy with which I am invariably received in the schools, I have no reason to suppose that the inspector is an unwelcome visitor. Before proceeding to particulars, however, I should like to make a few observations of a general character on the subject now engaging the attention of this Commission. In the first place, everyone is agreed that the Intermediate system as administered by the present Commissioners has done excellent work in Irish schools, but nearly everyone is further agreed that it has already achieved all the good which it is possible to effect under its now antiquated scheme. In order to continue doing good educational work the Commissioners must develop their methods and machinery to keep pace with modern educational progress. For this reason it has been generally suggested that the system of examination now exclusively employed by the Board should be supplemented, or replaced, by a system of inspection in order that the Board may be assured that proper educational methods and appliances are used in the schools—in fact, that the schools are properly manned and equipped for the purposes of Intermediate education. It is unnecessary now to go into the details of the various duties of an inspector, but it is obvious that great advantage must result from the occasional visits of inspectors who are really experts in some branches of learning, who are in sympathy with school work, and versed in the best educational methods. By their contact with the teachers the staff in weak schools may be strengthened, and a diffusion of good methods and modern ideas must occur, which is certain to act favourably on the education of the pupils committed to their charge. But it is of vital importance that some at least of your inspectors should be experts of the highest rank, not only that there may be public confidence in their actions, but also that the schools may derive real benefits from their visits, for the inspectors should diffuse knowledge generally, as well as find out what is going on in the schools. In this way the teachers might be gradually improved by contact with the expert inspectors. This is a matter, I think, of the greatest importance, because the best work may be done by the Board by improving the teachers. That is the only channel almost through which they can influence the pupils, as the teachers are in daily contact with the pupils. There are some, however, who object to inspection of any kind, fearing that their grants might be at the mercy of some arbitrary and thoughtless individual, and there might, indeed, be some ground for this fear if the Board proposed at once to completely revolutionise its system and pass at a single step from its present system of examination to that of inspection pure and simple. Such a sudden transition, I think, would be very inexpedient, and although I think that inspection is absolutely necessary, yet I am of opinion that it should be introduced gradually, so that at some time in the future—perhaps the near future—the grants may be given entirely by inspection, if desirable, or as lump sums to the managers for the work done in the schools. At present, however, and for some time to come, I think the grants should be largely determined by the annual examination, and only to some extent by the report of the inspector on the general equipment of the school and the efficiency and sufficiency of its staff. But there are some who appear to think that it is impossible to apply a system of inspection tests to the practical work done in subjects of science, and to the methods of teaching such subjects as modern languages, when we come to deal with such a large number of schools as are at present under the control of the Intermediate Commissioners. In this as in a great many other things we seem to be impressed with the idea of our own immenseness. There are in all nearly 10,000 pupils. The difficulty of this task will appear quite microscopic when compared with the immense work already achieved in this direction by the Department of Science and Art. For example, in the Science and

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Art classes connected with the Department there are now about 350,000 students, and the schools at which these are prepared are annually visited and reported on by the Inspectors of the Department. In addition there are about 160 schools of science containing nearly 20,000 pupils in which the grant is given entirely by inspection and examination conducted by the inspectors in the schools and not by written papers sent out by the central authority. In addition to this work conducted by a single department in the way of inspection I may mention that they also inspect and award grants to some two-and-a-half million pupils in elementary schools who are examined in elementary drawing, the grant being determined by the inspector on the spot. That work is now taken over by the Education Board

6761. CHAIRMAN.—When did the department give it over?—Last year. Up to this the department has been doing this in addition to other things.

6762. Rev. Dr. TODD MARTIN.—Can you give me the numbers receiving results fees on the general examination and as the result of inspection?—They all receive results under inspection.

6763. There is also a written examination, is there not?—There is a written examination in the science classes. That examination determines to some extent the amount of the grant which will be given to the class. It is also determined to some extent by the inspector's report. This is in the science and art classes. In the schools of science the grant is determined exclusively by the inspector. One inspector does not go alone; he is accompanied by some one else in the final inspection.

6764. I didn't catch the numbers you gave?—In the science and art classes, the classes corresponding to such as we have in Ireland there are 350,000 pupils in Great Britain and Ireland; and there about 160 Schools of Science containing 20,000 pupils. In those the grants to the schools were determined exclusively by the inspector.

6765. CHAIRMAN.—You said that formerly grants were paid to other schools?—In addition to that, 2½ millions of pupils in elementary schools who were examined in elementary drawing.

6766. And they determine the amount of the grant by inspection?—Yes, determined the amount by their inspectors. It would appear therefore that inspection is possible and is at present at work in Great Britain on a very much larger scale than we are ever likely to require in Ireland. In fact all the inspection required in Ireland could be undertaken by the department of Science and Art without apparently increasing its work. As I said before the Department of Science and Art already conducts inspection in science and art classes in Ireland and thereby requires the use of apparatus and proper school equipment in the subjects taught. Attendance grants are paid (not results fees) on each pupil in the class under inspection and the local authority or managers of the schools are aided in the purchase of apparatus and school fittings to the extent of half the total cost of the apparatus and fittings. Hence if the Rules of the Intermediate Board allow the schools to take up science and art subjects freely, that is if science subjects paid as well as literary subjects, then the schools might place themselves in connection with the Department of Science and Art and earn grants—very considerable grants—as well as obtaining aid towards the purchase of apparatus and fittings. In addition the schools would be inspected in these subjects at the expense of the Department and the report no doubt could be forwarded to the Intermediate Board if desirable, while the funds of the Board would be left intact for the development of their work in other subjects. Thus the thin edge of the wedge might be introduced at once if the Board worked in harmony with the Department of Science and Art while the schools would benefit to the extent of something like £20,000 a year or perhaps more. This latter is a matter of considerable importance in a country like ours which was never known to complain of being too well off. I think it is a matter of vital importance that this Commission should arrange matters so that the schools may take full advantage of these grants, while the Board availed itself of the machinery and vast experience of this highly organised and wealthy Department. At present however not only are you not directly availing yourself of these grants of public money, but you are actually making it impossible for the Department to aid science and art teaching in your schools. For by your regulations science and art subjects are so handicapped that schools have abandoned them for the better paying literary subjects. In some few schools science is still taken as an Intermediate subject, but that only as a kind of "make-weight" subject to which little time can be devoted, and little, or generally no, experimental illustration given. The teachers have found that better results may be obtained from your Board in experimental science if they avoid experiments, and use only the blackboard. This is a degrading state of affairs, and even in those schools in connection with the Department of Science and Art in Ireland, the Department is powerless to improve matters. For the schools earn their main grant from you, and they cannot afford to endanger the body of their income in any attempt to earn a further grant from another Department. As far as the Intermediate work overlaps that of the Department of Science and Art, so far are the schools prepared to avail themselves of the grants of the latter. Hence I advocate a unification of your work and your course in science and art subjects with that of the Department of Science and Art. The schools might then all earn grants from the latter body, and the Department's inspectors would be furnished with the power necessary to influence the schools for good. At present the Department does not possess that power, because the work of the schools is entirely focussed on your grants. The Department may cut off a school or reduce its grant, but it cannot sensibly influence the teaching in the school. That is my experience as an inspector. If you made the courses similar in science and art (and no doubt the Department of Science and Art would meet you in any matter affecting the welfare of the schools), and if you passed a resolution to the effect that Intermediate schools taking up science or art subjects must place themselves in connection with the Department of Science and Art, then at a single stroke you would pass from the present unsatisfactory—and to some extent bogus—system to a condition of affairs in which the money at the disposal of the schools would be largely increased, and their educational methods greatly improved. You would then have your funds intact, and might appoint inspectors for literary subjects, so that a complete inspectorate might be established, and still leave the grants earned by the schools not diminished but increased. If things were so arranged, and if the programme of the Intermediate Board were so drawn up that schools could earn grants on the modern, or science and commercial side equal to those which it is possible to earn on the classical side, then no doubt many schools would take up modern courses and develop a modern side, and some schools would have both a modern and a classical side, or some might be modern, while others were in the main classical. Under these circumstances the Board should devote its attention to the possibility of establishing all over the country a system of "schools of science" not at their own expense, but at that of the Department of Science and Art. I have already referred to these "schools of science" as institutions already provided for by the Department. The full regulations concerning them will be found in the Directory, and perhaps it is unnecessary for me to go into them, except in so far as you might wish information on the subject.

6767. I would be glad if you state them generally. I would be glad if you refer to anything mentioned in your notes?—In the case of the Schools of Science—up till recently they were called "Organised Science

Schools"—thirteen hours a week teaching in scientific subjects are compulsory, and eight must be given to science subjects other than mathematics. They must have a chemical and physical laboratory, and teach practical physics and chemistry. Then the school is visited by the Department's Inspector, and examined at the end of the year. The inspector, perhaps, visits it three or four times during the year, without notice, and sees the work going on, and at the end of the year in conjunction with, perhaps, two or three inspectors, or at least one from another division, the final examination of the school is conducted. The work done is thus tested, and the grant is then paid to the school by the Department.

6768. Mr. Justice MADDEN.—From what source is that grant derived—from money voted by Parliament?—From money voted by Parliament.

6769. It appears on the estimates each year?—Yes, the estimates of the Science and Art Department.

6770. There is no other fund that you draw upon?—No. It is on the estimates each year.

6771. CHAIRMAN.—Is there anything else you would wish to add?—There are a few points on matters of detail and matters which cropped up in the examination of other witnesses which I should like to mention.

CHAIRMAN.—Mention them please. I attach much importance to this correlation with the Science and Art Department. I think it is absolutely essential.

Mr Justice MADDEN.—It is a most important thing, and it is a matter in which we desire and require a good deal of enlightenment.

6773. CHAIRMAN.—Kindly mention any other points that you have noted down?—One is with regard to the examiners. There is a feeling that the examiners should be more permanent. If you had a fixed Board of examiners—they may retire every five to ten years and be re-elected, if considered desirable, by the Intermediate Board—it would be better.

6774. Mr. Justice MADDEN.—You are now dealing with the general system?—Yes. Those examiners might revise the syllabuses annually or occasionally, and I think, perhaps, they should be assisted by a staff of assistant examiners who would do the vast bulk of the correction of the papers, and then the Board of Examiners might examine, say, five per cent of the papers as a check. And in order to keep in contact with the schools the examiners might be appointed as occasional inspectors, not permanent inspectors. It is hard to get an expert to give his whole time to anything like that. If this were done it might influence the schools for good and keep the examiners in actual contact with the actual work going on in the schools, so that they might know whether their papers suited the schools or not. And then they should set better papers. In our Irish papers generally—I am an examiner myself, so that I include myself in the criticism—in our Irish papers generally, both University and Intermediate, we are given too much to tips. We appear to have a faculty for devising puzzles.

6775. CHAIRMAN.—And of hitting on the abnormalities of languages?—Yes.

6776. Mr. Justice MADDEN.—Is it the same in England?—Not nearly so much. The Science and Art Department examination papers are considered by the Irish schoolmasters broader and better than Irish examiners would set, or than the masters would set themselves. I think Irishmen have a faculty for making difficulties. They like puzzling each other.

6777. They take an intellectual pleasure in the thing?—Yes; with regard to the subject of prizes and exhibitions, to which I have directed attention in my Memorandum, I think it would be desirable to abolish the money prizes, as far as possible, and to substitute for them book prizes or bronze medals, and to have a system of National scholarships. I think that your system should also be so framed as to join the other educational systems of the country at both ends. At one end it should be joined to the system of the primary schools, so that if a boy of great talent were found at a primary school, he could be sent on to a good Intermediate school, where he would be educated and fitted for a position in which he would be of advantage to the State. At the other end your system should be connected with the universities—I do not mean the universities exclusively—but I think that some of your prizes should take the form of "leaving exhibitions," so that talented boys, on leaving the Intermediate school, would be assisted and enabled to continue their education. I think those exhibitions should not take the form of money prizes, at least the exhibitions or scholarships in the Junior Grade should not be paid to the students, but given for the education of such students in some approved Intermediate school.

6778. They should be applied for the education of the students?—Yes; so that a student who gained a scholarship should be entitled to go to any approved school in Ireland, where he would get his board and education free.

6779. And the amount of the scholarship would be paid to the school?—Yes. I dare say some persons would object to that. The masters of the smaller schools would probably object, and would say it would take away their "pet lambs," and that "it would feed the big schools at our expense." But I think a talented and brilliant boy should not be obliged to remain at a small school, which had a poor staff of teachers, and where he could not receive a superior education. He should be given a chance of receiving his education at a larger and more efficient school—a school which would be approved of by the Board.

6780. That would involve, to some extent, a grading of schools by the Board?—I am not sure whether, in some respects, that would be a desirable thing or not, but I am sure it will come in time. The schools might be classified as first, second, and third, and you might have a registry of schools in your office; so that if a boy, or his parents, wished him to go to a third or second class school, you would be able to veto it, and to say, "No, he must go to one of the schools on our list."

6781. Without having an actual classification of schools, which might be invidious, we could have a list of some good schools, from which a student might be allowed to select?—Yes; that is exactly what I mean.

6782. CHAIRMAN.—Have you any other suggestions to make?—Well, this is only a minor point, but I wish to observe that sometimes teachers have been abused for stooping to low methods—objectionable methods of teaching—for the purpose of gaining results fees. I wish to defend the main body of the teachers in the country in this matter. It appears to me that the remedy for that lies with yourselves. The efficiency of a teacher should be gauged by the amount of money that he earns from you. If he is a good teacher he deserves what he gets. Your system should be so administered that he should be paid only for doing good work, and if he gets a grant of money from you without being efficient, and without doing good work, that is your fault.

6783. Most Rev. Dr. WALSH.—He should only get a grant for doing the best class of work?—Yes. With regard to the teaching of science subjects, I would observe that under a good system of inspection you could secure that they were efficiently and practically taught to the pupils of a school—not merely illustrated by lectures, which, however useful, is not by itself sufficient; and, with the assistance of the Science and Art Department, you could ensure that a system of thorough and practical science teaching was adopted in the schools, and such a system could be started, and the schools set on their way to carry out such a system at the expense of this wealthy department. In the next place I do not know whether it is necessary to mention what in my opinion is the

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definition of an "Intermediate school"; but as there seems to be some difference of opinion about it, I would describe it as a school which, besides teaching reading, writing, and arithmetic, English, elementary mathematics, and drawing, also gives instruction in one or more foreign languages, and in one or more subjects of Science, and in which the fees exceed a certain amount, say, £2 a head per annum. By the rules of the Department, a fair proportion of the students paid on in the elementary stage in a "School of Science" must proceed to the more advanced stages. They must not remain in the elementary grade; a certain proportion must go on to the higher grades. The Department insists that a school must, after two years' connection with them, present a reasonable number of boys in the advanced grades. Then, with regard to drawing, I think drawing should be made compulsory in all schools in the Junior Grade. It is a very important educational subject, and, if introduced at an early age, is of great advantage to all boys. Another matter I wish to mention is this. If "schools of science" under the Department were established in connection with your Intermediate schools, workshops for manual instruction could be set up in which the boys would receive hand training in metal work, woodwork, and instruction of that character; and in girls' schools aid would be given to instruction in various domestic subjects, such as cooking, domestic economy, laundry work, sewing, embroidery, and needlework; so that boys' schools would have a system of manual instruction, and girls' also.

6784. CHAIRMAN.—Would that be in "science schools," as distinct from schools in which both science and classics were taught?—In any schools which satisfied the conditions, and it would be paid for by the Science and Art Department. Then, I wish to mention the subject of botany. Boys do not seem in this country to be allowed to take up botany. It would appear to me that in Ireland, of all countries, botany should be taught to boys, because the only industry we have in Ireland, to any large extent, is agricultural industry, and the majority of our boys will be employed in agricultural pursuits.

6785. Would you have *viva voce* examination in it?—Botany is a subject which lends itself easily to practical illustration in the class. There is no difficulty in getting specimens, and cheap microscopes can be readily procured.

6786. Would you like to have *viva voce* examination in it?—I think you should have a practical examination.

6787. That is what I mean. You would not be satisfied with a merely paper examination?—No, I think not.

6788. That is our difficulty at present?—Yes; but if you had inspection, a paper examination, combined with the inspector's report, would enable you to give a grant for the subject. The inspectors could see that it was taught practically to the boys.

6789. Most Rev. Dr. WALSH.—You say that we do not allow boys to take up the study of botany. That is not precisely so; but it is true that we do not make it their interest to take it up?—Yes; botany is not in the boys' course. In my opinion it ought to be. Botany is not a feminine subject exclusively. Then, with regard to buildings. The Department of Science and Art has ceased to give building grants; but it still gives grants towards apparatus and school fittings. It would be very desirable if local aid could be given for school buildings where they were needed, say, by the new County Councils. Building grants might be given to schools, or, supposing you were satisfied that it was a stable concern, a school might be allowed to borrow money for the purpose of buildings, and you might allow the sum advanced to be repaid by annual instalments. In that way a good many, or, at all events, some of the small private venture schools would be gradually done away with, and schools would be set up on a public basis. I don't know that it is a good thing that you should have a small school—say of ten or twelve boys—in a small place at one end of a village, and at the other end another small school of the same description. Another matter to which I wish to refer is with regard to the training and qualification of teachers. Any school in connection with the Science and Art Department can send a teacher for short summer courses of training to the Royal College of Science in London, in which there are courses of lectures given for the training of teachers, and they have also an opportunity of gaining practical knowledge, and are put through a regular course of experimental work. I know many teachers who have taken advantage of the training thus afforded and have been benefited by it. Suppose your inspector, on visiting a school, sees a teacher, whose methods of teaching are defective, and who, he believes, would be improved by the training he would thus receive, he could recommend him to go up for a summer's training, and if he objected to do so, the Board might say to him, "If you do not go up you must not continue under the Board." Then, with regard to the teaching of modern languages, you might suggest to a teacher to go to Germany or France, and improve his knowledge of modern languages during the summer; and, in the first stages, you might pay the expenses of the teacher for that summer course. The Science and Art Department, under certain conditions, pays the expense of railway travelling, and allows something a week to maintain them. You might do that with some of the teachers of your present staff, for I think you would be bound to accept the present staff of teachers in Intermediate schools as the persons who will continue the teaching in future; but those gentlemen and ladies would require to go on improving themselves, and I think it would be well to have some system by which they might improve themselves. That is, as regards the present teachers—I think it would be well to assist them, if you had power to do so, to acquire further knowledge. Then comes the question of new teachers. With regard to those persons who propose to become, in future years, Intermediate teachers, I do not think it would be desirable to go on assisting everybody, or appointing teachers who were imperfectly qualified, and then making them qualified for their occupation. I think you should satisfy yourselves, before they were appointed, that they were qualified for their occupation. As a matter of fact, teaching should be regarded as a profession, and persons who aspire to become teachers should be expected to expend some of their money in preparing and qualifying themselves for their profession, just as persons have to expend money in preparation for other professions. My point is that you might assist the present teachers to improve, and become better qualified; but that you should insist on all new teachers being as good as you think desirable, before appointing them. I wish also to mention that the grants made by the Department of Science and Art, are not based solely on the results of inspection, as you were told, but are determined largely by the results of annual examinations.

The witness withdrew.

The Commission adjourned until Tuesday, February 7th.

FIFTEENTH DAY—TUESDAY, FEBRUARY 7TH, 1899.

Feb. 7, 1899

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

Mr. THOMAS PRESTON, M.A., D.SC., F.R.S., Inspector of Schools under the Science and Art Department, further examined.

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6825. CHAIRMAN.—Mr. Preston, when we adjourned on Friday you had not concluded your statement of the facts you wished to bring under our notice?—I had scarcely concluded it, and perhaps you would wish me to proceed with a few more things I intended to say. You seemed to desire that I should prepare a detailed account of the schools at present in connection.

6826. If you have a list of the schools you might hand it in?—I have made a list of this year's from my own private list; it is not published.

6827. That is quite enough?—It shows that at present there are about 60 classes in science subjects, and there are about 100 schools altogether in connection. There are about 30 Intermediate schools in connection—I call those secondary schools; there are 41 convent schools in connection, the convent schools being chiefly art classes, classes in drawing.

6828. Most Rev. Dr. WALSH.—Those are not convent National schools?—No, not convent National schools; there are a few convent National schools.

6829. Are they convent schools that receive grants from the Intermediate Education Board?—Yes, chiefly.

6830. CHAIRMAN.—We will be able to compare them?—Yes. For instance, Loreto Abbey, Rathfarnham, and University College, &c., &c.

6831. Most Rev. Dr. WALSH.—St. Mary's?—Yes; and many other convent schools, and a good many secondary girls' schools, also a considerable number of high-class boys' schools, such as St. Vincent's College, Castleknock. This is a complete list (*list handed in*). You will see that there are only nine or ten National schools having science classes in connection. Some of the Commissioners desired me to bring a detailed account of all the schools that have been in connection in the various years with the work done by the Department in years gone by.

6832. CHAIRMAN.—In Ireland generally, the number of classes in connection and the amount of the grants paid by the Department?—A comparative investigation of the whole work done by the Department in Ireland would be necessary for a full appreciation of the decline that has been going on. The causes of that decline are erroneously attributed as being entirely due to your rules by some people, and by other people they are erroneously attributed to other causes. There have been a diversity of causes in operation, which have led to the decline in science and art work in Ireland. Although I have been quite unable to prepare as full and detailed an account as would be necessary for your guidance, yet in the time at my disposal I have been able to jot down some figures which are of very great interest. It would appear from this list that in 1897—that is the last year of which the Department has published a report of its work; the 1898 accounts are not yet published—in that year (1897) there were 5,400 students under instruction in Ireland in science and art classes;—there were 121 schools receiving aid in science, leaving art out of account for the present. The total grant in science was £2,494, and the total grant administered by the Department in the three kingdoms was £172,495. If we go backwards in time we will find that the number of schools receiving aid in science, and the amount of grant received by them steadily increases as we go backwards in time until the year 1889. We may take the years 1890, 1889, 1888, and 1887 as high-water mark to some extent—those four years.

6833. Rev. Dr. TODD MARTIN.—Those are the highest?—Yes. In 1889 the number of schools in connection receiving aid in science was 342, and the total grant was £8,836. You will see that that is between three and four times as much as in 1897. But still in that year the total amount given by the Department was £93,000, which is not much more than one-half of what it was in 1897. That is, that while our grant was more than three times greater, the total amount given by the Department was not more than one-half. Then, going backward in time still, the grant earned in Ireland becomes less, although indeed the number of schools in connection was still large. While going backwards in time the grant given by the Department steadily decreases. In the first year the total expenditure was only £15,000.

6834. Most Rev. Dr. WALSH.—In what year was that?—That was when it was first started, about 1852, and that was not given under this head, it was given in aid of schools of design. The Department started to aid schools of design first, and not to give attendance grants or results fees or anything of the sort. That commenced in about 1859 or 1860. The minute was passed in 1859, and the attendance grants started in 1860, so that if you wish to measure the two in comparison with the present you need only go back to 1860. If you go back to 1870, you will see that there were 251 schools in connection in Ireland—a very large number—and that there were 6,162 pupils in those schools under instruction.

6835. CHAIRMAN.—In science?—In science, and the total grant earned was £4,963, practically £5,000, or twice as much as was earned in 1897; and that the total grant in science in the three kingdoms was then only £21,115, so that Ireland earned one-quarter of the total amount distributed by the Department for science instruction. In 1897 it earned only £2,500 out of £172,000.

6836. Most Rev. Dr. WALSH.—About one-seventieth?—Yes. At this period there is an interesting point that I noticed in the reports. For instance, in 1870 the number of schools in connection in England was 561, that is, in England and Wales; the total number in connection in Scotland was 45, and the total in Ireland was 204—that is for the year 1869, rather, but it is pretty much the same in any year about there. In 1867, as against 199 in England and Wales there were only 11 in Scotland, and still there were 83 in Ireland, showing that in those

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eleven years Ireland availed itself very largely of the grants given by the Department of Science and Art. At present the amount it is earning is rapidly diminishing. For instance, the number of schools that will earn a grant this year in science is only about sixty, and I do not think the total amount they earn will be much over £1,500 in all probability. Now, to form an opinion as to the causes of this decline, you must have regard to the constitution of the classes, and also the conditions under which the Department of Science and Art gave aid to classes. In the early years it gave aid only to industrial students, students that were supposed to be poor, that were engaged in trades ; and any student whose parents had an income of over £200 a year was debarred from earning a grant under the Department. That limit was subsequently raised to £400, and shortly afterwards it was raised to £500, and in 1896 or 1897 it was completely removed. So that the Department first started by catering for classes such as we had in our National schools, and such as might attend night schools in towns and villages. Under these conditions the schools in Ireland at once seized the opportunity of earning a grant from the Department and took advantage of the instruction and aid that were received from the Department. However, in England the county councils and school boards commenced to improve their schools and to cater better for that class of people than perhaps we did in Ireland. At least, things made such progress in England, and not on the same lines in Ireland, that the Department found that it could do better work, perhaps, by catering for the secondary schools and the middle classes, and giving over to the County Councils and the board schools the education of the industrial classes, and the technical schools—large grants were given under the rates to the technical schools and places like that, so that these pupils were taken off the hands of the Department in England, and they made rules by which they would not aid such pupils. They had practically become a Secondary Education Board. For that reason the standard for obtaining a pass, the standard of difficulty of examination for which a pass might be obtained, was considerably increased, all second class passes were cut off, because the principle was—"We do not want to spend our money now on primary schools and pupils of the primary schools standard." So that the great body of those in connection with National schools, night schools, night schools in towns, and the industrial classes, found it very hard to earn a grant, and so they commenced to fall off. Thus the great falling off in Ireland primarily arose, I think, from the cutting off of the night schools and the National schools ; but those were cut off in England at the same time, and the Department still continued to increase the amount of grants distributed by it because it commenced to do work in another sphere ; but that other sphere was in secondary schools and the middle classes. One would have expected, therefore, that they would have continued to do work in those schools and in the middle classes in Ireland too ; but it is at that point that your rules have made them unable to continue their aid in Ireland. All of the schools of that class in Ireland were working primarily for your Board and were intent on getting your grants, and on account of the large revenues which they earned from you, of course, the schoolmasters found that they could not interfere with their Intermediate work to earn a small grant from the Department of Science and Art. So that the large grant which continues to be given in England to secondary schools or middle class pupils for science education has no equivalent in Ireland ; the industrial classes have been cut off, and we have been left stranded and are dying out. It is for that reason, therefore, that the grant is declining in Ireland. A complete analysis of the tables would be very interesting ; this is not a complete analysis ; it has only a few rough numbers. (*Paper handed in.*)

6837. CHAIRMAN.—Would you be able to complete it?—In some time I might be able to complete it, and, I think, it would be a very useful thing. It is very laborious because they have to be picked out from the total number of National schools and secondary schools, and different classes of schools in each year.

6838. I think that if you gave us the secondary schools it would be quite enough ; we need not refer to the National schools further than to show that it was matters connected with the National schools that caused a large portion of this falling off. But if you could give us the return of the secondary schools it would be valuable and interesting?—I might be able to manage that, but it would require some time, because they are published in a large list each year and have to be picked out, and a considerable amount of knowledge is required in order to be able to tell which is a secondary school and which is not, and so on.

6839. I have been looking into these rules since your evidence of Friday last, and I find that according to the rules of this Department every science and art school or class must be under the superintendence of persons responsible to the Department, and must not be conducted for private profit. Surely that excludes the great bulk of our secondary schools?—It excludes many schools in Ireland.

6840. This arrangement does?—Yes.

6841. Therefore, as far as I can see, it is not any rules that have been made by this Board that have excluded the benefit of this grant from Ireland as far as secondary schools are concerned, but it is the arrangement of the Science and Art Department?—In practice it is really the other way.

6842. How?—On paper the Science and Art Department is only empowered to aid local effort. Where some local authority, or some persons representing local effort, aid a school, and consider the school is a good thing, and they voluntarily give their aid to it and subscribe, the Department is empowered to step in and aid that local authority.

6843. But surely the school must be one that is not conducted for private profit?—Yes, that is particularly specified.

6844. That is particularly specified. Well, you know that the great bulk of our secondary schools are conducted for private profit?—Yes, many of them.

6845. Very well. Therefore it is the arrangement of the Science and Art Department that has caused this result, not our rules?—Not in practice ; in theory it might be so. In this matter the Department appears to have treated the Irish schools very leniently.

6846. Dr. BARKLEY.—But several of the schools are not private venture schools?—I am speaking of the majority. Many of the schools are not. I hope I have made that point clear.

6847. CHAIRMAN.—I understand it thoroughly?—And that still you are not relieved as a Board of the responsibility of preventing the schools going in for the grant.

6848. Will you kindly proceed with your statement?—I made a suggestion on Friday last that if your rules under which you administer your grant were changed somewhat the schools could largely avail themselves of the grant of the Department of Science and Art, and perhaps the Department might change some of their rules. One thing I wish intensely myself to see altered is this rule about the local effort.

6849. And schools being conducted for private profit?—Yes, schools being conducted for private profit.

6850. I fully see that if these rules were altered we could come to an arrangement with the Department. But as a Board we must assume that these rules will be insisted upon until they are altered?—I think I might say that the Department would be very anxious to make any alterations they could to meet the requirements in Ireland. It recognises that the condition of things in Ireland are not such as exist in England.

6851. Mr. Justice MADDEN.—The fact that you mention, that in Ireland they do not rigidly insist upon the rule would rather indicate the possibility of this alteration being made?—Yes.

6852. CHAIRMAN.—It would give me great pleasure if I could get £50,000 from your Department for Ireland?—Yes. Some people, when we make any suggestion of earning grants from the Science and Art Department, or of running the two systems concurrently, say that it is impossible, because they do not consider that any scheme is possible to work it. I have, therefore, prepared a short scheme, the details of which are of no importance at present; almost everything in it may be altered without affecting the principle upon which it is drawn up; therefore any criticism that might be raised as to the numbers or the figures I give would have no weight. Take the case of a hard-working school that works forty weeks in the year and thirty hours a week, that would make 1,200 hours per annum—those are the working hours of the school. The basis on which I would give the grant would be an attendance grant. Suppose you take an attendance grant as the basis for giving your money upon. If you say to the school, "We will allow you to count not more than 600 attendances in the year for any individual student," a hard-working school would have 1,200 attendances; I do not mean a day's attendance at the school, but an hour's lesson, or an attendance at a class in a certain subject. I would say to the school, "You cannot count more than 600 attendances; we will not pay for more than 600 attendances of any pupil, or for less than 50, say. Of these we will not pay for more than 150 in English subjects." This applies to the junior part of the school, all below the Middle Grade or all below the Junior Grade, if you like, the two years before your Junior Grade, and perhaps the Junior Grade themselves. "You cannot count more than 150 in English—English embraces geography, history, and all that kind of thing—150 in mathematics, 100 in any of the four principal languages—Latin, Greek, French, and German—50 in drawing, or 50 in any subsidiary subject, and 100 in any subject of science, the teaching of science to be theoretical as well as practical, and modern languages to be practical as well as theoretical too, in the sense that the student must speak the languages as well as write them." The school then could have its full 600 attendances by taking English, mathematics, two languages and a science, or two sciences and a language. Then say, "In order to be an Intermediate school you must have one modern language and one science subject and drawing." It would be well if you could make drawing compulsory in the junior part of the school. If you paid at the rate of a maximum of two pence an attendance, that would bring in about £5 for every one in the junior part of the school—a maximum of £5, and the rate might vary from a halfpenny to two pence; whether it was a halfpenny, penny, three halfpence or three farthings would depend partly on the result of the annual examination at first and partly on the report of your inspector as to the condition of the school. Ultimately it might be made in the Junior Grade to depend on the report of the inspector altogether and on his examination on the spot. Of course, with regard to the maximum of two pence, if you have enough money you can make it three pence; that can go up and down according to the amount of money at your disposal. In the senior division of the school you might make perhaps the scale vary a little from the previous one, and give an attendance grant varying from one penny to as much as six-pence. That would make a maximum of £15 earnable on each student for attendance. It might of course, be only £8 or £9 in certain schools, according to how it was assessed. Whether it is one penny or whether it is six pence that you would pay to a school would be determined by the annual examination combined with the report of the inspector on the efficiency of the school. The relative weights of the examination and the inspector's report might be very different in a Junior Grade from what it is in the Senior, and as time goes on you might increase the weight to be given to the inspector's report as you find it desirable. That is a question to be considered. The question of making English, elementary mathematics and drawing compulsory in each school or on each student is also one which has to be considered. I have already said that a modern language and a science subject should be compulsory on a school; whether it should be compulsory on each individual student or not is another matter to be decided, as well as a great many other matters of detail. Working under some such scheme as that, you see you have all your junior students studying a science subject, and studying elementary mathematics as well, so that there would be a large proportion of the Intermediate students doing work which almost exactly tallies even at present with the elementary stage of science subjects under the Science and Art Department, and the elementary stage of mathematics, and, therefore they might earn grants from the Science and Art Department in those subjects. In order that that might be done according to the way the Chief Baron is in favour of—I thought, perhaps, you might give your grant to science subjects out of the local taxation money. That money in England is given to the local authorities for the purpose of expenditure on technical classes, and Science and Art classes. Money expended in that way by a local authority is aided by the Science and Art Department in England. Therefore if you acted as a local authority for Ireland, as the authority representing local effort in Ireland, having this large sum of the residue money at your disposal for spending on science instruction in Ireland, you would become the general Board of Management in Ireland for all Intermediate schools, and completely control the education in them, and you would not have an outside authority stepping in to interfere with the management of the schools except through you. If you become the local authority by agreement with the Department of Science and Art you can say to the schools, "You must take a science subject" according to my scheme, "and mathematics, of course," and you may say to the schools, "Now place yourself in connection with the Department of Science and Art if you like," and they would earn grants from the Science and Art Department in mathematics and the other science subject and drawing. In the elementary stages the grant which they can earn is an attendance grant from the Department of Science and Art, not a result fee. It would introduce no complication into the school; the school would go on as before The maximum they could earn would be 70*s.*; it would probably be 50*s.*, or in some cases 60*s.* for every pupil. That would amount to a large sum of money. If you have 8,000 or 9,000 or 10,000 pupils in Ireland, even though they earned only £2 each it would be a large sum of money by way of additional attendance grant to give to the school—in fact nearly half as much as your own attendance grant—which does not amount to more than £50,000 I suppose.

6853. Mr. Justice MADDEN.—About £49,000 last year?—This would increase it by 40 or 50 per cent. That money would be payable through you when you become the local authority. The Department would write to you only, would recognise only you in dealing with the schools, would pay you the money, and would send you the reports of their inspectors, you being the local authority. The report of their inspector is sent to you, as the local authority, for consideration, so that you could bring the school up to the requirements. The Department would aid the schools in the provision of apparatus and fittings necessary for the teaching of science subjects. Then, in the Senior division the amount earnable in the same way from the Department would reach a maximum of £8 in two subjects, and a minimum of £4, so that if they earned £5 or £6 per pupil in the senior division, that would be a large sum of money. Some people object to the apparent duplication of grants. I wish to defend it, because I regard this extra grant from the Department of Science and Art as an extra endowment for the provision of science teaching. Schools, in teaching

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science, are put to considerably more expense than in teaching languages or literary subjects.

6854. CHAIRMAN.—And one is an Imperial grant and the other is a local grant?—Yes; it is an Imperial grant, and we should be earning our share of it. In 1870 we earned one-fourth of all that was paid by the Department of Science and Art; but in 1900, if we go on as at present, we will not earn one two-hundredth part. The extra grant from the Department of Science and Art, although apparently a duplication and an overlapping of grant, is not so. It is an endowment of schools to enable them to work up their science side. If in time, after ten or fifteen or twenty years, we find the schools are sufficiently wealthy on the science side you can then utilise this grant from the Department of Science and Art, which will be in your hands, as the local authority, to support the schools in some other way. You are not bound to spend all the money you receive from the Department of Science and Art on the particular science subjects taught, but you may use it to support other subjects which are less paying or which need support. Then some of the schools which have a large number of science pupils, which deal largely in science subjects, and which are really more in the science line than in the classical line, might connect themselves as "schools of science" with the Department. Then the Department would give them still larger grants; it would give them grants almost sufficient to support the schools, according to the regulations in the Directory. So that there would be a further mine of wealth in these science schools. For instance, in the 1897 Report, that is the 45th Report, you will see there were 156 schools of science, that is, schools having an organised course in science in connection with the Department. They have 20,000 pupils. Those are all in Great Britain; there is not one in Ireland. The money spent on them was £70,000, so that in addition to the £200,000 paid for science and art classes, for the kind of classes that we earn a very small grant on, there is a sum of £70,000 being paid for organised schools of science in England, so that we are earning now in Ireland, say, £2,000, when the total amount spent on these science and art schools and classes is £300,000. We should have our share of this. You might have organised science schools earning a very large share of the money, all of which would come through your hands, and you might supervise the whole thing and have it completely under your control. One objection urged by a great many people against the Department of Science and Art is that you can not have another Department coming in here and interfering with your business. Under this scheme it would not interfere with your business at all; but it would help you to conduct your business more efficiently by giving you more money to spend. You would also be in connection with, and have the assistance of, all its methods, and it has had undoubtedly tremendous experience in dealing with school systems, and has had reports from men going all over the world, and in art especially it has had an experience and knowledge which you or any other body in Ireland can never hope to have, because it has had the public purse to draw upon, and has had the services of the greatest experts as directors for its Art Department, and the very best examiners, and the collection at South Kensington, and therefore it is able to promote science and art education in a way that you can never do. Its examinations and methods are very much better than anything you can ever hope to approach. If therefore you said to your class, "We will allow you to take drawing under the Department of Science and Art and give you an additional grant of our own or allow that work to count," then the Department would go to the expense of doing all this for you; you would not be put to the expense of an annual examination in Ireland, nor in science subjects, unless you wished to do it. You might say in regard to science subjects taken up by a school, "Well, you are taking these science subjects under the Science and Art Department; we will take their report, and on that we will consider the grants; we will base our grants upon their report." Possibly you might not consider that practicable. I only throw that out as a suggestion; you might wish to examine all your own schools.

6855. O'CONOR DON.—I suppose you would admit that all this would require legislation?—Well, I have thought over this a good deal. About three years ago I formulated all that I have placed before you, and then I thought a great deal might be done without legislation. I called at your office and asked about the powers of the Board, and I really wanted to know if you could pass a resolution—a stop-gap kind of thing—saying, "We will give higher marks in science subjects if you place your classes in connection with the Department of Science and Art." I understood that one of the reasons, and a very sensible reason too, why you refused to give high marks to science subjects was that you could not really assure yourselves that the science instruction was proper. You had no means of doing it.

6856. CHAIRMAN.—That is so; that is, a practical examination?—Yes; at present you have no means of ascertaining whether the science instruction is such as would deserve your support.

6857. That is right?—Of course every person will say that that is a very sound reason. I thought that until you acquired such powers you might be able to pass a resolution saying to the schools, "We will give you higher marks if you place your school in connection with the Department of Science and Art, because then we will have some guarantee from their inspection and their reports that you have an equipment of apparatus, that the apparatus is used in the instruction of the classes, and that the teaching is efficient; therefore for those classes that are in connection with the Department of Science and Art we will give these higher marks, but to the classes that are not affording us this guarantee, we are not able to give any increased marks.

6858. You may assume that that would be entirely illegal under our present rules?—Yes; I was told at the office that you could not pass such a resolution.

6859. It is not a matter within our discretion at all?—Yes, and therefore I did not put anything into my paper about it.

6860. O'CONOR DON.—Could you give us any advice as to what we might do under our present Act? If we cannot get legislation, is there anything that we can do under our present Act that you would advise us to do?—Of course I can only speak of your Act as a layman. I have read your Act.

CHAIRMAN.—We could tell you whether any proposition that you advanced would be legal or not, but I think you will find it absolutely impossible for us to do anything; we are bound in iron fetters.

6861. Mr. Justice MADDEN.—This is a very important branch of our inquiry, and we cannot expect you now off-hand to formulate a scheme under our Act, but would you kindly think over it?—I shall be very happy, indeed.

Mr. Justice MADDEN.—Our limitation is simply this—that we are bound under the present Act to estimate the payment to managers of schools upon the basis of a public general examination.

CHAIRMAN.—You might add the words "in writing," for it practically comes to that.

6862. Mr. Justice MADDEN.—You may assume that the clause in the Act of Parliament which gives us power to annex conditions to the receipt of the grant of money by managers gives us a very wide power—and that there is another clause giving us power to make rules for the enforcement of the conditions, and if you can suggest under that legislation some practical means of working, and send in a paper to that effect, we should be glad?—Have you no power to impose limitations as to the efficiency of the school?

6863. CHAIRMAN.—Certainly we have—that no school would be entitled to results fees unless its efficiency had been proved to our satisfaction. But we could not act upon a report of an inspector of the Science and Art Department legally in determining that; the very utmost that we could do would be to act upon the report of our inspectors; under the Act there is a power to do that, upon which I wish to express no opinion at present?—You have power to employ the Assistant Commissioners as inspectors.

Mr. Justice MADDEN.—Certainly; and in your answer you may assume that we have power to institute a system of inspection as thorough as can be devised, as a condition precedent to the receipt of results fees. It will be a matter of consideration afterwards whether that assumption was well-founded.

6864. CHAIRMAN.—But we have not power to take the results of that inspection into consideration in determining whether students should pass or not. The results fees must depend entirely upon whether they pass the examination or not?—The proposal I have made was that you should accept the inspection of the Department of Science and Art.

6865. I am satisfied that that at present would be absolutely illegal. I would be extremely glad if it could be done, and I am not without hope that legislation may be obtained enabling us to do it. I do not see why two systems should be worked in Ireland on different lines. I should like to see them amalgamated, that our science course should be made conformable to the views of the Science and Art Department, and that the grants from the two different sources should be determined upon the result of one inspection, or one examination, whichever it might be?—I mentioned that if you could have schools under some local control it would be a very important thing. It might be that in some cases you could only get what you have called a "bogus committee," but you could get a few gentlemen to act—four or five—as a board of managers for control purposes.

6866. Would it not be better that by agreement with the Department of Science and Art we should have a rule that in cases in which we considered a local committee unnecessary they should not insist upon it?—Yes, certainly; but I am not speaking of the Science and Art Department now.

6867. I am speaking of our own schools now?—I am speaking of the Intermediate schools—that you should say to a school in the country—"We will recognise this school as an Intermediate school, but in order to ensure its standing, and that it is not a hole-and-corner thing, a certain board of managers shall be appointed, five or six men of standing in the district shall be appointed who shall act as a board of managers for this school," and you might correspond with them and deal with them.

6868. Putting them over a school, do you mean? I apprehend that schools like Clongowes or Belfast Academy, and schools of that class would never tolerate that; we shall find it hard enough to make them tolerate the smallest amount of inspection?—The Belfast Academy has a board of managers already.

6869. That is its constitution?—I think that is a constitution you should try to extend to all the schools, and not deal with them as private-venture schools. Under a system of private-venture schools the education of the people would in many localities be at the mercy of adventurers. Perhaps in this connection I might refer to a remark made by Lord Justice FitzGibbon in his evidence, if he is correctly reported. He seemed to think that your scheme was most beautiful in the aspect that it allowed any man to start a class anywhere for the purpose of earning a grant from you. In certain individual cases that may have been very well, but still if you allow any person to start a school haphazard, at any place where he chooses to set it down, you are not, I think, doing the best for public education. Under your present system, especially, results fees can be earned by boys getting books off by heart, and if he gets a few elementary books off by heart he can earn large results fees. A most ignorant man, if an adventurous one, may start an Intermediate school and teach the boys these books by a process of lesson-hearing; but there is a great difference between lesson-hearing and education. So that a man who really was not a scholar might be imposing upon the people while earning good results from you. It would stop that, or at any rate curtail it, if you tried to introduce a system of boards of managers into all Intermediate schools, and you would improve the standing of schools generally, and in time improve the tone of the educational institutions all over the country. A school account should be presented through this board of managers, so that you would have some guarantee that the money you paid was being spent on education. I do not say there are any of these adventurers in Ireland, but at present one of these adventurers may draw a large sum from you and grow fat upon it, while he starves, intellectually, his school; he runs his school, perhaps, in a barn, without proper ventilation or appliances. Of course that can only be prevented largely by inspection, but if you encourage the system of boards of governors of the schools, and insist upon returns as to the expenditure of the money, I think you would be exercising a just control in the country, and at the same time you would be benefiting education.

6870. O'CONOR DON.—Do you not think that sort of thing would be prevented by the action of the parents themselves. They would not send their children to such schools?—I think, in the first place, that in a great many localities the parents have no choice, and in addition it is true that the generations, as we go back, get generally more ignorant, and many parents are not able to judge very well what education is best for their children. If you spend your energy in making a good school in one town, instead of allowing two or three private-venture schools to run in opposition to each other, I think you would be doing better for the parents in the district.

6871. You are not aware of any of those extremely bad schools existing?—I have said that I do not say that any such school exists in Ireland. I do not wish to make any charge, but it is possible under your present system.

6872. But if the system has been in existence for twenty years and there cannot be any such schools pointed out——?—Well, if this inquiry were *in camera* I might say something more.

6873. Most Rev. Dr. WALSH.—You do not say that there are any such schools, but you do not, on the other hand, say that there are not any such schools?—I say that it is quite possible for them to exist, and this scheme that I am suggesting would tie their hands.

6874. Mr. Justice MADDEN.—Between inspection and an improved system of examinations such as we hope to establish, would not they be killed? They would be unable to comply with the system of inspection, and if the system of examination was a reasonably good one they would cease to earn fees and die out?—Yes, that is the point.

6875. We may hope that they would come to an end?—I think that inspection would almost completely eliminate them, but even if inspection did exist, and they were eliminated, it would be a good thing for the locality to be interested in the management of the schools, and not have the fees all going into the hands of the headmaster. At the same time I think that the headmaster and the assistant masters should be paid highly, and if possible be paid a fixed salary, so that they should not be dependent upon a fluctuating grant as they are now.

6876. CHAIRMAN.—Then you would make them State schools?—They would be local schools.

6877. I know. But the schools are private property; we cannot take them out of the hands of their present managers; we cannot expropriate private

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property?—I think the scheme of inspection would get rid of a great deal of these difficulties.

6878. Mr. Justice MADDEN.—Inspection and improved examination?—Yes. Then, besides entrance national scholarships to these schools in the junior department, and leaving scholarships in the senior department, I think it would be a good thing if you instituted a system of pupil teachers in these secondary schools. Promising pupils, perhaps, who wish to take up the profession of teachers, after rising to the senior division of the school, may want experience of teaching. If you say to a school:—"On account of so many pupils you are entitled to the assistance of two pupil teachers," and give a grant of say £20 a year to the school for those students, that would train them as teachers, and it would lead you to a system of having trained teachers in time. I mention this because the Department of Science and Art devoted nearly all its attention when it was first started to training teachers in England, so that they had a body of qualified men to undertake these classes subsequently. And the teachers' difficulty, of course, is one that you will have to deal with ultimately, and, no doubt, it will be brought before you by a great many other people. It is a very important question in Ireland, because, no doubt, the excellence of the teachers will measure the excellence of the work you can do in the country. Under some scheme of the unification of your work and the work of the Department of Science and Art, all of what has been considered a bugbear in Ireland, viz., the red tape and everything like that, and these forms that had to be filled up which the Chief Baron has said has led to evasion on the part of the teachers, which were rather awkward things to fill up, but which are no longer awkward things to fill up, because I have talked to the teachers and explained to them the actual conditions—all these things would be done away with, and the schools would be relieved of this secretarial work which is necessary in order to work with the Department. I do not think I have any other important points to add.

6879. CHAIRMAN.—We are much obliged to you for all the information you have given us, but there are a few questions I have to ask you. "In most of the schools where science classes are held in connection with the Department the teaching consists of mere lesson hearing, and no attempt is made to illustrate the subjects by experiments performed before the class." That is your experience?—That is my experience.

6880. I am reading from your report?—Yes.

6881. "The apparatus in many cases is not even exhibited to the classes, as some teachers consider the pictures in the text-books more instructive and less troublesome, yet I have no doubt they are to some extent victims of the system in which they have been brought up. No adequate provision is made for science teaching in the training colleges connected with the National Board, and the teachers in secondary schools have no training colleges of any kind, and little or no opportunity of acquiring information except from books." That latter portion refers to the teachers in secondary schools?—Yes—Intermediate school teachers.

6882. That is the result of your experience?—Yes.

6883. And you have been inspecting for four years under the Science and Art Department?—Yes.

6884. You have gathered that experience from all the schools connected with the Science and Art Department, of which a considerable number are Intermediate schools?—Yes, as well as from my previous long experience of the primary and secondary schools of Ireland and my experience as a schoolboy.

6885. I am asking you now only in reference to secondary schools; that is the subject of our present inquiry?—Yes; my remarks are directed to that point.

6886. I think I may take it then that as far as your experience extends the teaching of science in the secondary schools of Ireland is about as bad as it can be?—Yes. I also pointed out to you that the Department, through me as their inspector, is powerless to improve matters.

6887. Quite so. Do not take me as making the slightest suggestion against either you or the Department?—No, certainly not.

6888. Very well?—I wish to be understood to remark that you are to blame.

6889. I assure you, Mr. Preston, I do not care who is to blame; I merely try to ascertain how the system can be improved?—In that spirit I made the remark.

6890. I assure you I do not want to defend the action of the Board. I myself think they could do nothing else, but if other people think differently they are fully at liberty to do so. You are aware of course that under the terms of our Act of Parliament results fees and prizes must depend upon the basis of this one general examination?—So I have always understood.

6891. Very well. And you are aware that that one general examination must be conducted in writing; that practically, having regard to the number, the 9,000 students, we have in this examination, it is impossible that, with the funds at our disposal, we can have a *viva voce* test?—I am quite of the opposite opinion if that is the only thing that prevents you having a *viva voce* examination.

6892. Mr. Justice MADDEN.—Can you give us a scheme?—It depends upon whether you think a *viva voce* examination a desirable thing.

6893. CHAIRMAN.—I think a *viva voce* examination a most desirable thing, and I consider a practical examination in chemistry and natural philsophy in a laboratory absolutely essential?—The Department of Science and Art examines annually more than 9,000 in practical chemistry, therefore, practically speaking, it is utterly absurd to say that you must conduct your examination in chemistry by written papers. If the Act says that you must not conduct a practical examination, or a *viva voce* examination, then I say you cannot do it; but if the Act does not say so it is quite practicable.

6894. You think that we can have a practical competitive examination in natural philosophy and in chemistry *viva voce*?—Yes, *viva voce;* I do not fix my opinions to the words *viva voce*, because *viva voce* examination means generally that you get a class round and ask them questions.

6895. A practical examination in a laboratory then?—Yes. That is not a matter of opinion; it is a thing that has been done, and is actually being done.

6896. Not a competitive examination?—Yes, competitive, in the sense of passing or failing.

6897. Dr. BARKLEY.—Can you have a simultaneous examination at 250 or 300 centres?—Yes, and at a great many more centres than that.

6898. But ours must be competitive. Is the examination a competitive one?—It is competitive so far as whether a candidate gets a pass or honours.

6899. CHAIRMAN.—I may take it as your opinion that we would be able to do it in that way?—Certainly; it is, in fact, being done on a larger scale at present under the Department.

6900. You say here in the paper you have given us, "The teaching is directed almost entirely (and naturally) to the getting of results and exhibitions." Now, is that a matter of your own experience?—Yes.

6901. As distinguished from the tendency of the system?—Yes.

6902. You understand the difference between the tendency of a system and actual experience and knowledge of its working?—Yes, I think so.

6903. You have a good deal of knowledge of the working of this system?—Yes, any amount.

6904. I ask you these few questions as to your knowledge and experience of the working?—Yes, I understand.

6905. You say, "This has led to teaching which is not educational, to the over-cramming of the better boys, and to the neglect of those who are not so quick." That is the result of your own observation

and experience?—That is the result of my own knowledge, and I think it is borne out by the testimony of those engaged in the work.

6906. I entirely agree with you, but you have this advantage over me—you know it by observation and experience, I only know it by induction. "As the rewards are paid on the result of the examination alone no attention in many cases has been paid to proper school equipment, and Intermediate classes are sometimes held in buildings quite unsuited for school work, and may descend to being merely private ventures of teachers for the purpose of earning results from the Intermediate Board." That, too, is the result of your experience?—Yes, certainly.

6907. I come now to overwork. "Again, the payment of valuable exhibitions and money prizes to boys has led to overwork on the part of promising pupils (to secure the money), as well as to excessive cramming on the part of the teachers, so that these pupils are worked out and examination-sick by the time they reach their university courses. Individuality and originality are left uncultivated, and the habit acquired in the schools of merely grinding up work for an examination adheres to youths of greater promise throughout their university careers." That is the result of your experience too?—That is my experience as a university examiner. I meet these boys afterwards in the Royal University examinations.

6908. You have been for a little more than four years a Director of the Science and Art Department, is it?—A Science and Art Department inspector.

6909. How far back does your experience as an examiner under our Board go?—I think to about 1890 or 1891. I am not quite certain of the date.

6910. Before that time—before 1891—you had some experience of the teaching in our Intermediate schools, had you not?—Yes, between 1880 and 1890 I taught a good deal in Trinity College. I ground men for moderatorships and honours and various examinations there.

6911. And men came up to you who had been educated in Intermediate schools?—These men were the best men at Intermediate schools, and I had an opportunity of observing the effect on them.

6912. I may take it that your experience of Intermediate schools extends over nineteen or twenty years?—Yes, and during that period I have been in relation with persons who have been in educational work—schoolmasters themselves—and familiar with things going on. I have been in the swim of that kind of thing.

6913. And I dare say before the year 1880; in fact, you must have had experience of this Intermediate system from its very inauguration?—Well, the first year it came into operation was the year before I left school. I left school in that year, and it came into operation then.

6914. And the passages I have read from your written statement accurately represent the result of your experience during practically the entire operation of the system under this Act?—Continuous experience too.

6915. I observe that one of the recommendations you make is that "the grant so determined should be paid on each pupil in a class at the same rate as an attendance grant, or capitation fee, or otherwise, and not on each pupil according to his or her individual answering. That is, it should be paid for the teaching given to the class as a whole rather than for each pupil's individual answering at the examination." I suppose that you consider that to be a very important principle?—Yes, I think that is a very important principle, because it pays for the work that is being done in a school, and allows the teacher to grade the children in a class by knowledge rather than by age.

6916. And pays them for their work irrespective of each individual pupil passing an examination?—Yes, and to some extent irrespective of the natural ability of a particular pupil—of course taking the element of examination into account in determining the attendance grant to a school itself; it pays a school for having a highly efficient class better than for a class that is not efficient.

6917. Most Rev. Dr. WALSH.—Then the unit is a class, and not each pupil?—The unit is a class. Also the pupil would be paid on whether he sits for your examination or not, and whether he passes your examination or not.

6918. CHAIRMAN.—Yes. Now you say in your paper that "the grant paid to the school should be determined partly by the report of the inspectors as to the excellence or otherwise of the school in respect to the foregoing"—that is, the matters you point out as the subject-matter of inspection—"and partly (perhaps at first, largely) by the success of the school at the annual examination." Then that it should be paid on the entire class. Assuming that we have a power, and that we shall not be bound for the future by the strict terms of the Act by which we are now bound, I want to ask you your opinion as to an examination of the description that we have here—an examination for the entire of Ireland. Assuming that the circumstances are such that there cannot be a *viva voce* examination, which do you prefer as a means of ascertaining the remuneration to be paid to a teacher—examination or inspection?—I should prefer a combination of both; then I would not be subject to the tyranny of either.

6919. Why do you wish the examination?—An examination at first I think is necessary, in order to compare schools and the work done in the various schools against one another, so as to have a standard all over the country, and also to retain the confidence of those who object to inspection alone. I think I stated in my evidence on the last day the reason for it, that not only should there be public confidence, but that the grant would be more easily determined in relation to the various schools.

6920. I shall take your two reasons separately. First, you say that it would be necessary to have an examination in order to fix a standard?—Yes.

6921. But it would not be necessary then, according to your view, that examination should continue after a lapse of some years during which the standard had been fixed?—You might find it possible perhaps to work without an examination; but I think an examination is an important feature in this way, that it enables the headmaster of a school, or the school authorities and you, to ascertain to some extent what the teachers are doing. It is a general public test by which you grade the schools and compare the work that is being done in them. For instance, St. Paul's school in London at present is examined by the Department of Science and Art, not for results, not for attendance grants, but the headmaster of St. Paul's, I believe, desires to have that examination, because it lets him know what his teachers are doing with his classes as compared with other teachers in other schools in the rest of England.

6922. I am afraid that you and I are not *ad idem*. I think it is probably my fault. I do not object to the examination *per se*, but my question is directed to examination as a mode of determining results fees—an examination the results of which fees to the teacher depend. Would you approve of that as a principle?—Oh, no; I am entirely opposed to it.

6923. Very well; I am quite satisfied?—But I am not advocating that results fees should be paid entirely on inspection at once.

6924. But you are advocating that this general examination should continue?—That this general examination should continue, and at first should have some weight in determining the grant to the school, and that weight might be gradually diminished, as you found it desirable, in time to come.

6925. How would you prevent it leading to overwork?—Because in a scheme of paying by an attendance grant every boy who sits in the class is paid at the same rate.

6926. Would you prevent over-work for exhibitions?—That will, of course, depend on the number

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of scholarships you give. I am afraid that when you give exhibitions and scholarships the over-work is a matter for the consideration of the individual competing, and will occur in many cases.

6927. What would you say to a certain number of exhibitions being allotted to each school, and then the scholars of the school competing *inter se*?—I proposed that some time ago.

6928. Do you approve of that scheme?—Perhaps after some time it could be done, but I do not think you should start that at once—say in four or five, or ten years.

6929. Why not at once?—I think you would have to feel your way at first by introducing inspection gradually as a precedent to obtaining a grant, and then you might gradually increase the weight given to the inspector's report. You could say to one school, "You are a first-class school, having so many pupils; you are entitled to so many exhibitions; examine the pupils and award the exhibitions yourselves." That was a scheme I was rather fond of, but I do not know whether it would work at once.

6930. I am glad to hear that you are in favour of such a scheme?—You might introduce it after a time.

6931. There are two modes in which this matter might be looked at—first, from the strictly educational point of view; and then secondly, what is a practical mode of leading up to what in an educational point of view is the best. Now, in a strictly educational point of view, if we are able to lead up to it, would it not be best to award the fees upon inspection, and to have scholarships competed for by the students of each particular school *inter se*, and not one school competing with another?—I think it is a much better system.

6932. What would you say, in order to lead up to a system of that description, to our making it optional for some years to schools whether they would be paid by way of results fees depending upon an examination or by inspection—to give them that option?—Well, I would not give them the option at first; I think it would be better to make the system uniform in Ireland—to make it a general system.

6933. Make it uniform—then you suggest that at once on results fees shall depend inspection?—And examination.

6934. I thought you said that although there was an examination the results fees were to be paid upon the class and not on each pupil in the class who passed?—Yes, but the amount paid on each pupil shall be determined at first largely upon the annual examination, and to some extent by the inspector's report; and after some years the amount of weight given to the examination might be diminished and the amount given to the inspector's report increased, as you feel your way and find how the system is working.

6935. And ultimately would you lead up to the entire amount being given on inspection and nothing in examination?—Or perhaps you could have a more ideal system and give a sum of money to each school, and say—"Deal with it as you like." You would have to see how the scheme worked out.

6936. You know that the Science and Art Department is governed by rules and not by Act of Parliament; I mean the Department, with the consent of the Lords of the Council, can alter their scheme?—Yes.

6937. And you are aware that the same rule applies to elementary education in this country?—Yes.

6938. Would you approve of such an alteration in our Act of Parliament as would give the power to the Lord Lieutenant and the Board, subject to the control of Parliament, to change the system from time to time; so that if anything were done by the Board that the Lord Lieutenant did not approve of he would decline to give his consent; and if, after consideration and advice, he gave his consent, Parliament would have power to express an opinion upon, and if they thought fit to negative the change. Would you approve of a system of that sort?—I think it is a matter of vital importance that you should have such a power. It stands to common sense that you who are working in the country and know the conditions should be able to administer the money according to the conditions prevailing in the country.

6939. You know that in any scheme of this description we must proceed cautiously, gradually, I do not say tentatively, but perhaps almost tentatively?—I am advocating caution.

6940. Mr. Justice MADDEN.—I gather from your evidence that you attach great importance to inspection as a test of efficient teaching?—Yes, considerable importance.

6941. Now, in the few questions I am going to put to you, please remember that they are put with a view to ascertaining the best practical mode of working a system of inspection in connection with Intermediate education in Ireland. Also I would ask you to leave out of consideration altogether the limitations of the present Act, and to assume in your recommendations and in the opinions that you express that we have freed ourselves from the fetters of the Act. You have had considerable experience of a system of inspection in actual work?—Yes. Not only do I conduct all the inspections in Ireland for the Department, which are rather limited in nature, I am sorry to say, but I also conduct inspections in England and Wales for the Department of Science and Art.

6942. Would you give me shortly the details of that system. What is the mode of inspection adopted by you when you visit a school?—In visiting a science class as distinguished from a school of science, an inspector generally visits without notice. He may give notice to summon the committee to meet him for purposes of inquiry, but generally speaking, he visits without notice. He proceeds to the school and enters at the time the class is under instruction, being furnished with a time table of the school, and the lesson proceeds in his presence. If the inspector, as in all cases he should be, happens to be an expert in the subject in which the lesson is given, he has the opportunity of observing not only the kind of knowledge shown by the students, but also, to a considerable extent, the soundness and depth of the knowledge of the teacher, and accordingly if you make a few notes of the points that strike you during the lesson, you may ask the pupils one or two questions to see whether they have been taught rightly or wrongly on certain matters. Then you may have a general conversation with the teachers afterwards, and, if the inspector is an expert in the subject, he will, in most cases leave some enlightenment behind him, for which the teacher is very grateful. Some teachers treasure up the difficulties that occur during the year, and ask the inspector about them when he visits the school.

6943. That is an inspection in regard to one particular branch of learning in which the inspector is an expert to a certain extent?—Yes; I am taking the case of a science subject in which the inspector happens to be an expert. Of course the inspector in art should be an expert in art also, and the inspector in French should be an expert in French, and the inspector in German should be an expert in German, and the inspector in modern languages should hear the lesson—hear the speaking of the pupils and of the teacher—and if the teacher betrayed gross inefficiency or gross want of knowledge of his subject, the inspector should have to report to you that that man was not fit for his work, and you would refuse the attendance grant on such teaching. The inspector in science subjects, of course, during his visit, sees whether the apparatus used, and the school buildings, and the light and the warming and ventilation, and such other matters, and the school furniture, are proper or not, and all these things count now under the new scheme of the Department in the grant given to the school, to some

extent. But the inspector, being an expert in the subject, and listening to the lesson, can really form a pretty good idea as to the quality of the teaching. Some people say that a "showy" teacher may produce a splendid result by showing off before the inspector, and that the slow, honest, steady working man will show to disadvantage. But my experience is that a "showy" teacher generally betrays himself before the inspector.

6944. Before a competent inspector?—You see through him very soon.

6945. How do you embody the result of your inspection? Is it in a certificate or in a report?—A report to the Department under certain defined heads.

6946. Do you classify schools or graduate them?—The school is not classified, but the subject matter of the report is classified. For instance, one head is "school buildings," another "equipment," another "teaching," and so on.

6947. What is the general result? Is it a division of schools into two classes—efficient and non-efficient—and the exclusion of the non-efficient and the inclusion of the efficient? Is that the general result of the process, or is there graduation?—No; it does not directly classify the schools at all.

6948. That is what I want to know?—The grant paid to the school is reduced to some extent if the school is not very efficient. If it is a very efficient school the grant is increased slightly on the inspectors' report.

6949. The object of your inspection is not to classify the Science and Art schools throughout the country—to graduate them, I think, you called it—but to ascertain whether they come up to a certain standard of efficiency?—Yes, so that the department can have some guarantee that the teaching and the work done in the schools really deserve support from public money.

6950. There is an expression used that seems to me to be an apt one for that particular kind of inspection in the report of the Secondary Education Commission—"a continuous audit of the efficiency of the schools." Would you adopt those words as an expression of what you seek to do by your inspection under the Science and Art Department?—Yes. The reports of previous years give you the history of the schools, let you know what it was deficient in last year, and you can see whether it has improved since, and so on.

6951. With what modifications would you apply that system of inspection to the Intermediate schools, bearing in mind that what we have to do is not to ascertain whether they are entitled to a share in a public grant of money, but to ascertain, having regard to the relative efficiency of their teaching, the proper share of the endowment that should be allotted to each school. You see, there is a difference between the two things. I do not suggest for a moment that the fact that our grant is a limited grant should lead us to adopt an inferior test of efficiency, but the things are different. In inspecting under the Science and Art Department, as you have fully explained, you are trying to audit the efficiency of the schools?—Yes.

6952. And the amount to be distributed amongst the schools is only limited by the willingness of the House of Commons to pass the estimates submitted by the Department?—Yes.

6953. Very well. What we have to do is to adopt some system that will distribute a limited endowment fairly among Intermediate schools, in proportion to the relative efficiency of the teaching—which is a different thing. I do not say that it necessarily leads to a different conclusion, but we must bear it in mind. How would you adapt your system of inspection to our system, under which we must graduate the schools?—Well, there is really no difference, your grant is fixed at the same amount practically each year—that is fixed from year to year; but the Department's grant in any year is more or less a fixed amount, which may be increased in any year.

6954. I am calling your attention to that circumstance—but it does not go to the root of the question at all. We have a sum of £49,455 to divide among schools; assume that we distribute that, as has been suggested, upon the basis of inspection alone. I know that is not your advice, but I am availing myself of your experience in testing the advice which has been given to us. Suppose we adopted the system of distribution upon the basis of inspection alone, how would you propose that your system of inspection should be adapted to the circumstances of our case. It would have to be largely modified, would it not?—I make the point that a grant in any year of a given amount is a condition that applies to the Science and Art Department, and should also apply to yours for the same reason. With regard to giving your grant upon the basis of inspection alone, I do not think that could be done. I do not think any inspector who would be a competent person to assess an intermediate school would undertake such a very difficult task, and I do not think it would be desirable for you to have an incompetent inspector; therefore, I think that the awarding of the whole of the grant at present given to an intermediate school on the basis of inspection alone is entirely out of the question.

6955. I am now testing what has been represented as an ideal system; I want to see whether it is an ideal system or not?—We have not come within measurable distance of being at all able to carry out that system. When we come within measurable distance of doing that, we must see our way to carrying it out, basing that method upon the conditions which then exist. A grant may be given to an elementary school on the basis of inspection alone, on account of the elementary character of the work; but that cannot be done in an intermediate school, where the higher classes are doing work of a much more advanced character. It would be simply impossible for even an expert to go over that school, and after, perhaps, a week's personal examination to be able to write a report fairly representing the comparative state of the school as far as the efficiency of its teaching is concerned.

6956. You would not only require one expert, but you would require an expert in each individual branch of learning taught in that school?—As I said, I do not think you would get an expert who had sufficient confidence in himself to undertake such a thing, and those who would undertake it would not be desirable people to have. Therefore I think, at first at any rate, you must have your general examination, but you certainly should have inspection as part of the means of determining the amount of the grant.

6957. I am coming to that in a moment. We have the advantage now of getting out of the region of theory into practice, and of having before us a practical inspector under a system which at present pays money upon inspection and not solely upon results of examination; therefore, you will pardon me if I take you a little detail into some questions which are of vital importance. Now under your system you want to have an audit of efficiency in science and art teaching?—Yes.

6958. That of course would be only one branch of the teaching in a great public school. Take Clongowes, or any other school you like; that teaching is only one branch of such a school?—Only one branch.

6959. Assume now that we are desirous of encouraging scientific teaching and the developing what I may call modern classes. Now a great school, or even a moderate school, might have its grammar school side, its scientific side, and its

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modern side. It might be efficient in one, defective in another, and moderately efficient in the third. You cannot have one standard, one audit, one inspection, and one report of efficiency for a school which has three different branches; is not that so—and you require to have practically three different tests applied, one to each division of the school?—Yes, you require to have different inspectors who are experts in the different departments.

6960. That differentiates the problem before us from the problem that presents itself in elementary and primary education, where the object is to see whether a satisfactory elementary education is or is not given?—Yes, I think it does that to some extent; it renders it absolutely essential that at first, at any rate, you should have a general examination of the school—a written examination.

6961. Well, where you have a general examination you have something that tests, perhaps, not ideally or with absolute perfection, but at all events to a certain extent, the teaching in each branch of learning?—Yes. Then of course you can consider those with the reports of the inspectors collectively, and award your grant ultimately.

6962. I am dealing now with the suggestion that the most perfect system is a system of inspection. Do not understand me as expressing, or as having formed, any opinion on that subject, but I want to test what has been suggested to us as the ideal system?—I am agreed that that is a system which might be worked up to; that you should work gradually towards that, or perhaps some more ideal system, in which the merit of the school is automatically rewarded by an amount of grant which exactly represents it.

6963. CHAIRMAN.—You say automatically. How is it to be ascertained?—By any ideal system.

6964. By inspection?—No; by a penny in the slot, or in any other way which you may invent!

6965. You think that an ideal system?—No; I say you might have an ideal system which might work automatically to recoup the teachers according to their merits; but, practically, these things are quite impossible now.

6966. Mr. Justice MADDEN.—I understand you; you illustrate the difference between a practical inquiry and an inquiry into ideals by that illustration?—Exactly.

6967. I do not understand you to say that the ideal system is that of a penny in the slot?—No, of course not.

6968. Now, let us come from the Republic of Plato to the practical question with which we have to deal. I would like to ask you a question about your different grants?—With reference to a remark you made about the Department's grant, I would like to state explicitly that it is not given as the result of inspection alone; it is only to a very small extent determined by inspection, it is determined largely by an annual written examination held all over the country.

6969. The attendance grant?—The attendance grant.

6970. Rev. Dr. TODD MARTIN.—On a general examination?—On a general examination held over the whole of the three kingdoms.

6971. Mr. Justice MADDEN.—Where is it held—at defined centres, or how?—There is no limit to the number of centres at which it may be held, and no specific regulation except the tacit one that a class or centre shall not have less than one pupil. The Department holds its examination over the three kingdoms, at several thousand centres, and also in New Zealand, Tasmania, the Cape of Good Hope, the Channel Islands, the Isle of Man, and lots of other places. At a certain hour the examination begins all over the three kingdoms, just as yours begins all over Ireland, except of course that ours is over a very much larger area. The papers written at those examinations are transferred to the Board of Examiners and Assistant Examiners in London, and they mark the papers with a certain number of marks according to their merit; a certain percentage of marks gets a pass, and so on; and according to the general merit of the answering of the class, combined with the report of the inspector (which at present, as far as I understand, only counts to a small extent, but of course that is a matter which might be altered from time to time) the class is assessed as a 1d., or a 1½d., or a 2d., or a 2½d. class for attendances; but that amount is assessed, to a very large extent—almost entirely—upon the annual examination. The Department is gradually working out its salvation, as it were, and working towards an ideal scheme of making their grants dependent upon inspection. In a school of science the grant is made upon the reports of the inspectors on the school.

6972. I will not use the word "ideal," for fear of your illustration occurring again, but the best conceivable system for work done under the Science and Art Department you think is a system including inspection, and also as regards elementary schools?—Yes; I think a system which does not embrace inspection as part of its organisation and machinery is a system which is being administered without any regard to the self-respect of the Board administering it, because you have no means of preventing your system being dragged in the dirt.

6973. We have in evidence a statement by Mr. Struthers in his "Memorandum of Variations in the Conditions of State Aid to Schools in England and Scotland, and Corresponding Changes in the Mode of Inspection," which was published in the Appendix to the Manual Instruction Commission. Was your attention called to that memorandum?—I think I have seen it, but I am not sure whether you are now referring to that which I saw.

6974. I will read a passage from Mr. Struthers' memorandum, and then I would like to know whether your opinion coincides with his. He says:—"On the other hand it may be doubted whether 'results,' in the ordinary sense of the term, if not made too much a matter of percentages, do not, after all, afford a rough and ready, but on the whole fair, indication of the real merit of school work, and it is scarcely doubtful that other methods of arriving at that estimate must be affected very largely by the personal equation of the inspector. So important, indeed, does that element become under the method of inspection as to suggest the question whether the abolition of graded grants, depending upon the supposed degree of merit of the work, is not a logical corollary of the change introduced in 1895." Now, do you agree with Mr. Struthers that inspection, with the inevitable importation of what he calls the "personal equation," has to be considered when you have to grade schools. I think that is what you have said already, but I want to see whether you have anything to add?—Yes, if the award depends solely on the inspector, there is a considerable chance of the personal element coming in.

6975. We may understand throughout that you are not in favour of a system of payment solely upon the results of inspection?—Not at present. One important advantage of an inspector is that he may influence the school in the use of its text-books. By an examination system alone, schools very often use text-books that are quite impossible books in the present day.

6976. I will come to inspection in aid of examination in a moment, but I am at present dealing with inspection as the basis of distribution of results fees?—Do you mean inspection as the only determining element?

6977. Take it in the first instance as the only determining element, and then we will consider it by and by as one determining element. Now I have already called your attention to the particular work that we have to do, whether by means of examination plus inspection, or by means of inspection without examination — the work that we must somehow do is the distribution of our endowments among a large number of schools. I find on looking into the last report that the shares of different schools in the endowment vary very widely, as you would expect. I have got a few figures which will show the extremes. I see one school got £2,104 (I omit the shillings and pence); another school got £1,320; a third £1,477. Another school got £486. Then at the other end, I find a school getting £3 4s. 6d., another school getting £2 4s. 4d., and a third school getting £2 4s. Now it is quite plain that graduation, somehow or another effected, enters to a very considerable extent into that system; that is so, necessarily?—Yes. Of course in pronouncing an opinion you want to know the elements that affect the question.

6978. I am asking in order to lead up to another question. It is quite plain that graduation, in some way or another, must enter into our system?

CHAIRMAN.—Those were not determined on graduation.

6979. Mr. Justice MADDEN.—I do not think I have conveyed my meaning. What we have been doing hitherto, and what we must continue to do, is to distribute the fund at our disposal in extremely unequal amounts?—I would not say in unequal amounts, but in different amounts. The shares may really be equal, though the amounts are different.

6980. The amounts received by one school and another school in Ireland cannot be the same?—No, that is obviously the case, if one school receives £2,000, and others only a few pounds.

6981. I agree that there may be equality in the sense that these shares are calculated on a system equally applied, but one school must necessarily get a great deal more than another?—Yes, undoubtedly.

6982. And we must determine the relative proportions upon some system, and what we are seeking for now is the best attainable system?—Yes.

6983. I was obliged to ask you some questions about the best conceivable ideas, but I am dealing at present with the ascertainment of the best practical system of effecting that distribution fairly—that is to say in proportion to the efficiency of teaching. Your idea is that for the present at all events we should have a combined system of examination and inspection?—Certainly.

6984. Now we might have that combined system in either of two ways. We might distribute a portion of our endowment as the result of inspection directly?—Yes.

6985. Lay that aside for a moment, because that would not be possible under our existing Act; but I presume that if it were possible you would consider that the best mode of applying the principle of inspection is to do so directly and to distribute a certain proportion in respect of inspection—that that would be theoretically the best mode. I want to get your opinion. —It must, I think, ultimately work out so as to come to that. Whether it would be desirable to divulge the amount that it is determined to award as the result of inspection or of examination as the case might be, is a matter for the Board to consider. You might simply say to the school, "We assess you at so much;" in your office you would make up that amount from examination and inspection in certain proportions; but whether you should inform the school of the exact way in which you have arrived at the amount of the grant is a question for your Board. In my opinion it would be hardly necessary to do that.

6986. There is a practical difficulty which I want your assistance about. If you distribute any substantial portion of the endowment as the direct result of inspection, you must have a thoroughly efficient system of inspection in the sense in which it has been presented to us —that is to say, an inspection sufficiently thorough to afford a test of teaching in all branches of learning?—Yes, certainly.

6987. From your evidence it follows that a staff of inspectors must be obtained who are experts in all the different branches?—Yes, ultimately.

6988. Assume now that I am passing from the best attainable system, independently of our existing Act, and trying to get assistance from you as to what we can best do under the Act of 1878. Now under the Act of 1878 we cannot distribute any money as the result of inspection; we must distribute our results fees as the result of a public general examination. Assume now that we can annex conditions to the receipt of results fees by managers of schools. From your evidence I conclude that you would be strongly in favour of annexing as a condition precedent, submission to inspection?—Certainly, immediately.

6989. Now there are two ways in which that might be worked out, both of which have been laid before us. You might have submission to inspection in certain branches of learning only—those branches of learning in which a written examination is an insufficient test, such as modern languages, and certain branches of science; and you might disqualify a school, on the report of the inspector, from sending up pupils in one or other of those branches. What is your view as to that suggestion?—Well, I think you should certainly make it a condition of the payment of any grant that in those subjects the schools should be reported on satisfactorily by an inspector.

6990. You would not pay results fees in any department of knowledge where the inspector reported defective teaching?—Not if you considered the teaching was so defective that you absolutely could not support it, but I think it would be well to have some power of grading the thing. Do you assume that you must at once either cut it off or allow it to go on?

6991. I do not assume it at all. As I understand, you suggest we should graduate the penalty in some way?—I think the fact of the school being made to understand that it was running the risk of not earning the full grant would tend to improve things. Of course in those subjects that do not so much require inspection, such as the ancient classics, it suits you at present not to insist on inspection, and it might continue to suit you. But if you had a staff of inspectors, or advisory experts, to go round the schools, and listen to the teaching of modern languages and science subjects, I think it would be a tremendous improvement to the schools, and would also give the Board necessary information. At present I think you might introduce a system of inspection in those subjects which would be of great advantage to the country, and assure you that education is being conducted on the lines you wish; and it would not be expensive at present.

6992. The system of inspection that we are now considering would not involve having experts in every department of knowledge?—No.

6993. You would not send down an expert in any branch of knowledge which could be reasonably tested by public examination—I do not mean perfectly, but reasonably tested?—No, if expense is any consideration.

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6994. I will take you in a moment to the question of expense; we can hardly expect perfection, but a great deal of good could be done, and a sufficient check provided for the system of examination, by such a system of inspection as you have suggested?—Yes, in science subjects and modern languages.

6995. You would approve of inspection, I should think, dealing with such things as time tables, recreation hours, proper buildings, sanitary appliances, and so on?—Yes, of course.

6996. We have no security whatever at present, and you would, of course, insist upon a school satisfying the inspector, as a condition of the receipt of money from this Board, that they had proper sanitary arrangements in the schoolrooms, proper ventilation, and proper light; and, probably you would also agree with Dr. Fitzgerald, the oculist, as to a proper arrangement of desks having regard to the danger of injury to eyesight, and as to properly printed books?—Certainly; and part of the grant should be spent annually on improving those things and maintaining their efficiency.

6997. Supposing that expenses were a matter of indifference, would you prefer to distribute a portion of our £49,000 upon the basis of what I call a thorough inspection—that is to say, an inspection by experts in each branch of knowledge—a thorough sifting of the teaching in the schools as a whole?—Not as a separate item at first.

6998. You would not do so at first?—Subsequently I think it might be a most desirable thing.

6999. That is to say, your advice to us would be to have what I may call corrective inspection in the first instance?—Yes, then you would feel your way.

7000. You seem to attach considerable importance to the circumstance that the system enlists and gains the confidence of the public?—Yes, by the schools gradually getting accustomed to it. They will see at first that it cannot do them much harm, and gradually you would take a hold on them; they would get accustomed to the inspection, and, if the inspectors were experts, the teachers, and the people generally in the country, would ultimately be very glad to have their visits; but it would be difficult to get experts in all the subjects to go round. I think it would be possible to get them, but it would mean, perhaps, only occasional inspections; the inspectors might be, not permanent, but occasional; and you might perhaps have a fixed staff too, if money were no object.

7001. I suppose you have inquired into the operation of systems elsewhere. We have had a great deal of information on the subject in various reports and those special reports printed by Sir John Gorst give a great deal of interesting information. Have you studied generally the operation of systems in England and on the Continent?—I have actually inspected schools all over England myself—science and art schools and schools of science under the Science and Art Department. Next June I go for two months to do the final inspection in my own subject—as an expert.

7002. Has a system of payment upon the result of inspection ever been practically used—when what was required was not "a continuous audit" (adopting the expression I mentioned before) of the efficiency of schools, but an inspection for the purpose of obtaining a standard (I am again quoting from the report of the Secondary Education Commission) by means of which the work of one school could be measured with that of others, with a view to the equitable distribution of our endowment between Intermediate and Secondary schools, where there must necessarily be very differing degrees of merit?—It is at present in work in schools of science in England and Wales—in the Intermediate schools in Wales, and the Secondary schools in England which are in connection with the Department, and also in some higher grade Board schools which are in connection with the Department as schools of science. Those schools are assessed by the Department's inspectors on the results of inspection alone.

7003. That is a grant in respect of science teaching?—Yes.

7004. But I am speaking of the general endowment of the school?—That grant in aid of science teaching really means the inspection of the whole of the work of the school, because in order to be recognised as a school of science some literary work must be done—a modern language taught, and so on. The Department will accept as a guarantee of efficient literary teaching the passing of some standard examination, such as those of some university examining body, or some other examining body in literary subjects, or its own inspector's examination at the time being on the spot. Perhaps the assistant inspector is an expert in French, and he examines in French, and somebody else examines in English. They hear the teachers giving lessons, and listen to the instruction, and then they set some papers and allow the students to work them out, and generally conduct the examination. It works out admirably in practice, and all the work done is fairly advanced work—quite as high as your Junior Grade work—and the result is completely determined by the inspector's report.

7005. But you do not graduate Secondary schools in England by any system of inspection according to the efficiency of their teaching such branches of learning as the ancient classics?—No. But there is this to be borne in mind; we do not pay any grant on that, but you do. You have merely to extend that principle to the other subjects. It is working satisfactorily on what you have heretofore regarded as far the most difficult subjects to deal with.

7006. But it is an extension of the system?—An extension of the system, yes.

7007. And an extension of the system that involves the employment of experts in ancient classics, mathematics, and so on. Practically the extension of that system to different branches of learning carries with it the consequence that you must have thorough inspection by experts in each branch?—That is when you have adopted the system of giving money entirely according to the results of inspection, but under the combined system the ancient classics and mathematics are not affected by inspection, because you can test those subjects very well by examination.

7008. O'Conor Don.—As I was not here at the beginning of your examination, I may perhaps ask you one or two questions that have been answered before; if so you can strike them out. How many schools do you inspect in Ireland?—About 100 this year. There have been 200 or 300.

7009. How many of them are in connection with the Intermediate system?—About sixty science schools. I think there are only about thirty or forty Intermediate schools; I gave it at the beginning—40.

7010. How often do you inspect those schools?—Well, we may visit them once, or twice, or three times, according to the amount of time at our disposal. If you have a great many schools to go round, of course you cannot go often to all; the number may be so great that you cannot visit each annually.

7011. You cannot visit each annually?—It may be impossible; but in Ireland the number is not so great as to prevent the inspector going annually to each at present.

7012. You have visited each?—Yes, I visited

every school in connection with the Department last year—some of them two or three times.

7013. And how long does the inspection generally take you?—About an hour and a half I should say, because my inspection is not so serious a thing, probably, as your inspection would be. If I stay beyond the time of the class that is specifically working for the Department's examination, I am intruding on the school work, which is a serious thing to do. Accordingly, my business is to clear out as soon as I see the work is over. Sometimes, perhaps, I may stay and talk to the teacher for a quarter or half an hour after the lesson, sometimes I may stay to look over the apparatus or to give the teacher information on some point that may be troubling him. Of course in circumstances of that kind I am quite prepared to stay half a day if necessary. I think one of the most important duties of an inspector is to give the teacher any information he can upon subjects on which the inspector may be an expert.

7014. Taking it on the average, then, your inspection is really limited to about two or three hours a year in each school, if you visit twice in the year?—That is only limited in the sense of being what we practically carry out.

7015. I am talking of what is practically done. The inspection carried on by you is limited practically to that?—Yes, in any individual school. Of course if there are difficulties in a school, we may visit it several times in order to ascertain what the exact things are which are required to remove those difficulties.

7016. I suppose you will admit that if the grants were dependent altogether upon inspection, a very much more minute inspection would have to take place than that?—Oh yes; an examination of the class by an inspector on the spot—unless the inspector would be able to do it by intuition!

7017. I have only one other question to ask you, and it is in connection with what Mr. Justice Madden asked you a few moments ago. With regard to these schools in England and Wales, to which you have referred as being in receipt of public money solely upon the results of inspection, are there any conditions attached as to the efficiency of the teachers?—Oh yes; the Department will not pay on any class the teacher of which is not regarded and recognised by them as efficient—as qualified to teach that class.

7018. Are those institutions private, or under public bodies—local bodies?—Some of them are grammar schools and such schools as that; others are higher grade Board schools; and others are Intermediate schools. There is an Intermediate system in Wales, and some of the Intermediate schools in Wales have an organised science side, such as it is suggested we should have here. Why should the Welsh Intermediate people derive a benefit from the Science and Art Department, and not the Intermediate schools of Ireland?

7019. But are these people in Wales not under the local authorities?—Yes, that is so; and you might be the local authority in Ireland.

7020. With regard to those grammar schools that are under the local authorities, is there any qualification required for the teachers—have they to be certified, or is any regular qualification required?—Generally speaking, the Department holds that every teacher teaching a class and earning grants on that class must be recognised as qualified to teach that class. The qualification is given to the teacher on several grounds. Generally speaking, the majority of those qualifications arise from the teacher having passed first class in the advanced stage of the subject in question at the Department of Science and Art's own examination. If a teacher, say, in chemistry, gets a first-class pass in the advanced stage of that subject at the Science and Art examination, then the Department will recognise that gentleman as qualified to teach the elementary grade of that subject. If he holds a university degree in sciences, the Department will accept him as able to teach all those subjects *en bloc*. If the gentleman in question has proved that he has knowledge of these subjects otherwise, although he does not hold a university degree and has never sat for the Department's examination, the Department exceptionally recognise him. In such a case the inspector may report that he knows this gentleman, and that he has a knowledge of so and so; he sends in a written report giving the particulars, and in such a case the Department recognise the gentleman as a qualified teacher. But if any teacher is presented to the Department to teach science under the Department, and the Department writes, saying. "We have no knowledge of this gentleman's qualifications," then it rests with the school or college to prove that he is qualified; and if they prove that, the Department would not stand in the way, but would accept him as qualified.

7021. A record is kept in the office of the teachers, and of their efficiency and qualifications, I suppose?—Yes. The qualifications of a teacher are of course a different thing from his efficiency.

7022. But there is a required qualification, a record of which is kept?—It is the first condition that the Department applies—that the teacher must be recognised by them as qualified to teach the subject; there are any amount of grounds, of course, on which they may determine that qualification.

7023. Rev. Dr. Todd Martin.—You told us that the Science and Art Department in England is working towards inspection. Is that as the sole ground of paying teachers in science schools?—The tendency at present is to gradually work towards inspection as the sole ground. Of course it has come in only quite recently, and you will see, if you look over the last two or three years' work under the Department, that at first they said to schools, "We will pay you this year half by results system and half by an attendance grant, if you wish to have it." Then the next year they said, "We will pay you partly by results system, or altogether by attendance grant." Then the next year they said, "We will pay you only by attendance grant." They gradually worked in the thin end of the wedge in that way, giving the schools at the same time the option of choosing the new system entirely, or partly the new and partly the old. The experience almost invariably was that the schools gave up the old system; they wanted more liberty in teaching; there was a feeling among the teachers that they wanted more freedom, and not to be ironbound by the results of the examinations alone.

7024. Then am I to understand that it was to meet the wishes of the teachers that the change was made, and not because the Department regarded it as the best policy?—No doubt the Department felt that it was the best policy, but in addition to that, that course was being urged upon them by the teachers, just as your teachers, I think, are urging upon you that some system of inspection should be added to your present system.

7025. Supposing in connection with this system your ideal of payment by inspection alone were reached?—My ideal.

7026. Yes—ultimately?—Yes, ultimate ideal—not present.

7027. I am making that distinction—your ultimate ideal of payment of schools by inspection alone?—Inspection or some other system, I should say. Inspection might not be the best ultimately.

7028. But before we reached the ultimate goal, you would have inspection by the way?—Perhaps, yes; not, however, inspection alone at first.

7029. Would that inspection be a searching and thorough inspection in every subject. I am suppos-

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ing that the written examinations now are abolished?—Well, if you are to assess a school so as to give it a certain amount of your money, and such an amount as will compare justly with the amounts you give to other schools, I think the school would have to be examined thoroughly by an inspector.

7030. And in every subject?—Yes; but still, that is not a matter that arises at present—that comes below the present horizon. It does not enter into the field of inquiry at present, because it is a long way off, I think.

7031. Then the horizon is in some undiscovered country?—I think the horizon now encircles only inspection and examination combined—the practical horizon. I think inspection alone is still below it.

7032. And if we are to deal with this question practically, we must keep out of view inspection alone, and keep our attention upon attendance and written examinations with inspection?—Yes, at present. Of course inspection alone may be the thing at which you aim.

7033. You presented to us a most interesting scheme of payment by attendances?—Yes, by attendances.

7034. Would you combine that with a scheme of inspection?—In order that any payment may be made on attendances, it is absolutely necessary that inspection should be established, and that the school should submit to inspection.

7035. But would inspection with grants on attendances meet your view as to the present practicable thing?—Yes, completely; a grant on attendances to be determined partly by the inspector's report.

7036. How then would you reward the highest class of teaching?—Well, in the highest class I separated that from the junior part.

7037. I was thinking rather of the quality of the teaching than the grade of the students?—Oh, the highest class of teaching?

7038. Yes?—In the inspector's report a sub-heading will deal with the efficiency of the teaching. Teaching of the highest efficiency would receive the highest award from you; teaching of the lowest efficiency the lowest award. You might give marks from one to ten; ten for the best, one for very bad. In the latter case you might say. "We will give no grant, as the teaching is so bad"; in the case of ten marks you might say, "Teaching is very good here; we will allow it to count ten, twenty, or thirty per cent. of the whole attendance grant." You would increase or decrease the attendance grant on the report of the efficiency or otherwise of the teaching.

7039. Taking ten as perfection, you would work down from that to one?—Or to 0.

7040. And the inspector is to return to the Board an estimate of the teaching, graded in that way?—Yes; it might be ten, or five, or three, or four, or nothing. Then the Board must manipulate these in such a way as to secure the desired result.

7041. You may have four inspectors visiting the school, and each of them grading the teaching from 10 to 0. Is that your plan?—In his own subject. You also have the annual written examination.

7042. I am supposing the examination abolished?—But that is not practicable at present. I think it is a mistake to raise objections to a system which is practical by discussing a system which is not practical.

7043. But we have had before us here over and over again this statement—that the present mode of payment on written examination is essentially vicious?—Alone; I agree with that.

Rev. Dr. TODD MARTIN.—Not only alone, but with inspection.

Mr. Justice MADDEN.—You may not agree with it, but there has been evidence given of that kind.

7044. Rev. Dr. TODD MARTIN.—I am not asking you to agree with it, of course, but we must take account of all the evidence before us. Putting aside the written examinations, you have four inspectors going to a school, and each of them classifies the school between 10 and 0, marking it by a figure, in his own subject. Then the decision as to the excellence of the school will be founded on the combination of those four reports?—Yes. I think the difficulty that results from the apparent complication of having four different inspectors is not in the least degree greater than that where there is one subject examined in by one examiner, and another by another; with regard to classics the examiner reports so and so; all determined by competent persons. Supposing the inspection scheme to be desirable, the difficulty of having three or four different inspectors, but still having competent people dealing with their own subjects individually, is no greater than the difficulty of one inspector.

7045. But your difficulty is that we are not in sight of a condition of things when we could award the money of the State on inspection and attendance alone?—Yes, I admit you are not yet in sight of that, but you will rapidly come in sight if you once institute inspection, combined with written examination.

7046. And your introduction of inspection would be in order that we might come to that condition?—Yes, or some better condition. I do not fix myself to say that that must be the thing to come to. Things may work out quite differently. I think it is better to find out how they are going to work out before you decide.

7047. If we are to take tentative measures for the purpose of this Board, we must see in what direction we are working. The goal determines the intermediate steps?—Still, the adoption of inspection as part of your machinery is not tentative; it is absolutely demanded. It is a part of your machinery which will clear your way, and aid your vision as to what may lie before you, and be of great service to you, as well as at once raising the education of the country and helping the teaching.

7048. You see we cover so much under the term inspection that it is very difficult to arrive at the precise idea?—By inspection I mean a body of experts that you employ to assist you in dealing with the schools according to certain regulations which you may make.

7049. Let me pass from that question and take another point. You favour the suggestion that instead of a national competition for scholarships they might be assigned to schools according to the position of the school?—Yes, ultimately.

7050. How do you propose that they should be assigned, on what ground is it—on tested knowledge?—Oh yes, on the efficiency of the school as tested by you.

7051. I am supposing that we have taken the school as efficient; but inside the school, on what ground would you award the scholarships?—By an examination conducted by the school authorities.

7052. It would be purely on intellectual grounds?—Yes, or perhaps, if you wished to reach a more ideal scheme, in which the masters were perfect, the masters might award them to the most deserving pupils without an examination.

7053. We have not reached that yet?—No, that is still below the horizon.

7054. Mr. Justice MADDEN.—Do you think that is a good scheme?—I think it is worth considering.

7055. I want to get your idea of the meaning of the word "ideal"—is it good?—I think it is a good thing to work towards—throwing the responsibility upon schools, and trusting to the responsibility of the headmasters and teachers in the schools. Of course on the Continent, as you know, the "leaving" certificates are determined by the school alone, without State aid, and the tendency of that is to increase the efficiency of the schools.

7056. Rev. Dr. TODD MARTIN.—Now as to the allocating of the awards, just one word. I will not

dwell upon it. We should have some distinctly defined scheme of distribution, else we should have endless suspicion that we had favoured one school at the cost of others?—Yes.

7057. You have not thought of how that could be worked?—Yes, I have thought of it. I have produced schemes which are quite unobjectionable; several of them.

7058. If you will be kind enough to hand them in, we need not dwell upon them now?—One is handicapped by the difficulty of not knowing how far you are prepared to go. One may produce a scheme far in advance of anything you are prepared to undertake, or on the other hand one which is too cramped and narrow for your ideas.

Most Rev. Dr. WALSH.—That shows the utility of a *viva voce* examination.

7059. Rev. Dr. TODD MARTIN.—You state here in your written evidence, and I think in answer to the Chief Baron you said you knew it to be so, that "the teaching is directed almost entirely (and naturally) to the getting of results and exhibitions"?—Yes, certainly; naturally so too.

7059A. I should like more clearly to see the basis of known fact on your part on which you found that statement?—Well, as a matter of fact, in some schools the headmasters pay pupils for going in for the examinations—he gives them part of the results.

7060. Part of the results?—Yes, that is, pays them. You may call it by any other name you like. If there are a certain number of students in the school who perhaps are reading for a university or some other examination, not your Senior Grade examinations for instance, but still doing the same course, they do not want to sit at your examination; but the teacher, who has to support himself, and live by such things as that, has a strong temptation pressed on him, and enters into an arrangement with the pupils that they shall go in for your examination and get part of the results, while he gets the other part.

7061. But apart from results fees might it not be from an anxiety on his part to show the public what the school could do, and that the school should do the very best it can?—No doubt the honour of the school is close to his heart, but the magnitude of the result fee is also equally close to his pocket.

7062. Would you attribute to that the over-cramming of the better boys. If a boy is reading the same course for another purpose, it would not quite, to my mind, give you sufficient foundation for that very strong general statement?—No foundation whatever, because that class of boys are not the better class boys; the better class boys are the boys who get your first exhibitions. These others are boys who incidentally go in for your examinations to get results and not exhibitions.

7063. Then they are not over-crammed; the over-crammed boys are the exhibitioners?—I do not say they are all over-crammed. I do not agree with those who say that reading for honours necessarily over-crams boys, because I have known many mere pass men who did far more reading than the honourmen. Whether a man over-reads or not depends upon his own ability. A man may come out at the top of a university or other difficult examination, get first rank—first place—and carry off all the honours, and yet perhaps not have read as much as some inferior man. Some men may read and over-read, merely for a pass examination and perhaps get plucked at the end. It depends on a man's ability.

7064. Mr. JUSTICE MADDEN.—If you try to put a quart into a pint measure you must over-cram it?—Yes, that is the point exactly.

7065. Rev. Dr. TODD MARTIN.—What I am anxious to get is the basis of fact upon which that general statement is founded?—The basis of fact is more or less my general experience. I have examined a great many of those boys, and I have also taught them after they have done Intermediate work.

7066. We will take these now. You said you taught them in Trinity College?—Yes, distinguished honourmen.

7067. And that those were all badly taught?—Oh, not all. I am not at all general or sweeping in my statements.

7068. This is a very sweeping statement?—I mean to say the thing leads to over-cramming; I do not mean to say that every one taught by the system is over-crammed at all.

7069. You say that the teaching is directed almost entirely to getting results and exhibitions?—Yes.

7070. And that that "has led to teaching which is not educational, to the over-cramming of the better boys, and to the neglect of those who are not so quick"?—Yes, I still adhere to that.

7071. We will take the Trinity College men. Have you had any experience in Trinity College of students who were not educated in schools under this Board?—Well, yes, I have had experience, of course, of such men; but the vast majority of Irish boys are educated under this Board.

7072. Taking the experience you have had, did you find the boys that were not educated in Intermediate schools superior to the boys educated in Intermediate schools?—Oh, as a class of boys you cannot give a judgment in that way. The vast majority of boys in Ireland are educated in Intermediate schools—a scattered few are not. Among that scattered few you may have a few brilliant ones; you may have less brilliant ones than those among the Intermediate boys, or you may have more brilliant ones. The Intermediate boy has passed through the mill, and you have no absolute proof whether that particular boy would have done better under any other system or not.

7073. Looking at this as a question of physical investigation, you, as a scientific man, would take the students of the Intermediate, and you would take the students that were not of the Intermediate, and you would compare them, and generalise?—But I say you have very few students in the latter class.

7074. But you have enough to check the imperfect generalisation taken from one class of cases?—You cannot arrive at a conclusion experimentally based on fact until you have applied both tests to the same person. You have no basis for a logical conclusion.

7075. And therefore you cannot generalise in this case at all from your experience?—Not exactly from observation, because it is impossible for you to observe the two systems working upon the same person. We are not justified in drawing a conclusion as to two different operations until we submit the same thing to the two different conditions; so that it is not a matter of logical proof, it is a matter of inference, more or less, as to what you think; it is a matter of general conclusion.

7076. But here is a positive statement laid down?—I say the basis of that must be general opinion.

7077. I want to get at this—how far you have dealt with that question, so far as the phenomena will allow, on the same principles as you would apply to a physical investigation?—I say that it is impossible to apply the test to this question that you would apply to physical investigation.

7078. Therefore your general result is practically guess-work?—It stands in the same rank as all generalisations dependent upon individual opinion; it is not a scientific conclusion.

7079. Take the Royal University. You say you have examined the boys of the Intermediate there, and found the same defects?—That is part of the experience, of course.

7080. Is not this part of your experience also—that the most brilliant graduates of the Royal University have been also distinguished Intermediate schoolboys?—Certainly. That is a point I am glad to notice, because some people seem to think that

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it is an argument in favour of the Intermediate system. Now it would be a most extraordinary thing if the brilliant boys of the University had not done brilliantly at the Intermediate examinations, because you test them under your Intermediate system by written examination, and those who have the capacity to pass that examination still retain that capacity when they come to the Royal University, where the same test is applied. It is like a jumping competition. The best jumpers win when jumping is the only test.

7081. Leaving the brilliant boys, let us take now the average ones. What is your experience of the average passmen of the University?—I think the average passmen of the University are improving.

7082. I am asking now whether you have found evidence in your experience that the Intermediate examinations, or the working for them, has damaged the average passmen of the University?—Of course, if you wish me to speak, logically, scientifically, I can only speak as to those I have examined in science subjects, and my experience as an examiner does not date to the time previous to the commencement of the operations of the Intermediate Board. None of those I examined in any year would it have been possible for me to have examined under conditions in which the Intermediate did not exist, so that I could not say whether it had damaged them or not; but I can say this—that the lack of science teaching, other than mathematics, as the result of the want of experimental work in the schools, is especially observable in the candidates presented for examination in the Royal University.

7083. But we have on the notes here that you have appealed to your experience of the University as a condemnation of the present system?—I ought to have said that with reference to the bright boys—to the better ones that go in for the University honours. We are now speaking of the mass of pass pupils—that is a new subject; and I say there is no evidence in the examination of pass pupils in science subjects that students are taught well in science schools. We know they are not taught well in science schools, and we know the reason.

7084. Your evidence on this question amounts to this—that your experience in the Royal is an experience of the effect upon the brilliant men, and not on the pass men, and it is limited to the subject of experimental science. That is what you convey to me?—Yes; and of course I have a knowledge of the pass men too. I examine the pass men. It is chiefly a written examination; it is all written examination except for the higher examinations.

7085. Now there is a difficulty that presents itself to me in regard to students being worked out, as you very effectively express it. Is not that incidental to every system of education that is carried on with vigour?—Yes, more or less.

7086. It is only a question of degree?—Certainly, and must always be so.

7087. And one would need to live, say, in Prussia, and to feel how the system was working there, before one could compare the amount of mental exhaustion that is produced here relatively to what is produced in Prussia?—Yes.

7088. That is to say, there has been brought against this system constantly the charge that it leaves the students intellectually exhausted, and indifferent to study afterwards. That is one of the charges brought against the system?—Of course that depends entirely upon the individual student, as I said before.

7089. Whether that is one of the vices essential to this system as distinguished from other systems could only be ascertained by one who knew both systems?—Yes. Just in relation to that I may say that if the grant paid to the school did not depend so largely upon the answering of the individual pupil, the school then might take stringent measures to prevent individual students over-working themselves.

7090. Mr. Justice MADDEN.—I would like to ask one question on that, as it is a point of some importance. You would therefore probably not give higher results fees for passing in honours?—No, the same for every one, simply for sitting in the class.

7091. Rev. Dr. TODD MARTIN.—Suppose you make the main part, or a very large part, of the grant dependent on attendances under your scheme, will not that tend to another evil—that is, to the evil of whipping in pupils into Intermediate schools who ought to be attending in the elementary schools?—You see that is provided for under the scheme.

7092. How?—You have your inspectors going round, first of all.

7093. But he could not tell whether children who ought to be in the elementary schools had not been brought into the Intermediate?—According to my scheme, which you may make easier, pupils must be studying a science subject and drawing in addition to English subjects and a modern language.

7094. Why not all this in the case of a boy who is not intended to go farther than the elementary?—But the elementary would not carry him so far as that.

7095. No; but supposing the teacher is so eager for the boy that he disregards all other considerations, may he not whip in children into his school and give them a sham education which is of no use to them, and secure the attendances?—The education must be subject to inspection, and is useful.

7096. But the education may be of no use in after life?—Of course, none of the education you give anybody may be of any use in after life.

7097. We have had a case mentioned here of a chimney sweeper who had passed the Middle Grade?—Yes, but it would not be any disadvantage to him even if he had passed the Senior. Perhaps he would sweep his chimneys better if he had a University degree. I am sure plenty of sweeps in Germany have taken a university degree. That is no argument against a university degree. If the education is given to the individual you should pay for it; if that individual does not make good use of that education afterwards you are not responsible; you give him the chance of rising in the world by giving him the education. The teacher does the work, and you should pay for it.

7098. I am only looking at the two sides of this question; I want to make up my mind, ultimately, in regard to it on solid grounds. If we pay by attendances and inspection, we put a premium on the bringing into our system of boys and girls who ought to be educated in the elementary schools, and the limited funds at our disposal are, in that case, not directed specially to promote the higher education of the youth of Ireland, but are squandered on work that should be done by the elementary schools?—You put a premium on it if you are so thoroughly indiscreet as not to lay down preliminary conditions to prevent it. I say if you lay down as a preliminary condition that a student must be studying a modern language, or so much more as you like to specify, you take him altogether out of the elementary schools.

7099. But you take him from a class of work he should be engaged upon?—He may go to some commercial life without proceeding to the Senior Grade, of course; the vast majority do; but the amount of knowledge which he has acquired in the preliminary stage here is of tremendous importance to him in commercial life or otherwise. He could not get that in the National schools; the Board of National Education cannot provide teachers of French and German, and give him the highest class education. You might lay it down as a condition to protect yourself that the school must furnish some guarantee that these pupils will proceed to something higher. I think quite a sufficient protection is to say that they must study a modern language or a foreign

language (it might be Latin or Greek as well as a modern language), and a science subject and drawing. That takes them up at the time they have left the elementary schools, and that would be quite sufficient protection.

7100. We cannot pursue that further at present. Just one other point. The Science and Art Department in England is gradually withdrawing its benefits from the industrial schools, as I understood you to say, and turning to the instruction of the middle classes in science. Is that the deliberate policy of the Department?—It is a policy forced upon them by the condition of things in England.

7101. And especially by the non-endowment of secondary schools?—That has not forced it upon the Department, because it has been forced from below, not from above.

7102. That is a very considerable pressure?—The Board schools, the primary education, and the industrial schools are providing sufficiently for the education of the lower classes, and it is now possible for the Science and Art Department to rise into another sphere where they are capable of better use.

Adjourned for a short time.

7103. *Witness.*—The delay in my appearing has been caused by the fact that I have seized the interval to ascertain if the views I have put before you were workable. The result of it is that I am able more strongly to urge upon you the views I have already put before you.

7104. Dr. Barkley.—I think you made reference to the report of the Science Committee of the Royal Dublin Society which we have in the Appendix to the Blue Book?—Yes.

7105. I understood that you are, to some extent at least, responsible for this report?—I drew up this report — of course subject to the criticisms and amendments of the Committee.

7106. You are familiar with our programme, and you say no proper provision is made for science in the Intermediate programme? Do you include mathematics?—Oh, no; science other than mathematics.

7107. That was the impression I formed of this report as a whole—that you were dealing with physical and natural science, and not with mathematics?—Not in any way with mathematics. I think the teaching in mathematics is excellent.

7108. Then you say that the number of marks in the other science subjects is so small that they cannot be taken up by schools with literary subjects. You have had some experience as an examiner; do you think that the amount of time that has to be given to pass an examination in natural philosophy, for instance, is disproportionate to the marks awarded?—It is generally considered that it is not so easy to earn marks in natural science—that is, the examination paper is more difficult, compared with the number of marks, than in the other subjects.

7109. But yet the examination paper might be properly adapted to the grade in which it is given?—Undoubtedly, and it ought to be so exactly.

7110. Of course you do not expect the same degree of knowledge from boys of the Junior Grade as you expect from boys of the Middle and Senior Grades?—Certainly not. I think to some extent it arises from the fact that the odd 500 marks you pay for in particular subjects is very difficult to fit in when you fix a certain amount for the total—when, for instance, you reduced the total by 500.

7111. No boy or girl is obliged to go in for the actual total number of marks; some of them do very well without attempting the total number of marks?—Certainly, but the temptation is to take the total.

7112. We limited the number in the Junior and Middle Grades to 6,000 marks, and one witness who appeared before us said the only change he could advise would be raising natural philosophy and chemistry to 600 marks each instead of 500 each, so as to make them precisely equal to either Latin or Greek—the two together?—I am inclined to make natural philosophy equal to Latin or Greek, and to make it practical as well as theoretical. I think the practical and theoretical instruction should be concurrent in practical science subjects.

7113. That is one of the difficulties of having a written examination. We have not a practical examination at present, and have not been able to see our way to it yet, but it is quite possible that in a school well equipped those subjects might be taught experimentally to the pupils coming up?—It is quite possible, but not likely, except in some very few schools. I have been told, in expostulating with a teacher of chemistry for instance, because he only used the blackboard and chalk instead of using apparatus to explain the subject to his class, that it paid him much better to keep the apparatus in a press, and to demonstrate chemistry with the blackboard and chalk.

7114. But surely the facts would be impressed much more accurately and fully on the minds of pupils if the subject were taught experimentally, and not merely as a matter of book knowledge?—A system of mere catechism of a class, and lesson-hearing from a book, lends itself admirably to answering written papers in any subject. I found that as a teacher myself, and also as a student. Given a well-written account of an experiment, read over by a student of average intelligence, and *viva voced* by a teacher, the subject matter of the book can be reproduced in a most lucid form, so that an examiner will find it difficult to tell whether the pupil has actutally performed the experiment or not. That can only be remedied by inspection.

7115. Is it your experience that a boy taking up natural philosophy would have to give equal time to it in his school course as to a subject like Latin? The time he gives to it is determined by the number of marks that you award, and the difficulty of your examination. If you give twice as many marks for natural philosophy as for Latin, and if your examination is of the same relative difficulty, then the students will give twice as much time to it as to Latin, I should say, because they want to earn results. I mean the teacher will arrange it on his programme so that the pupil will have to do it.

7116. Would not that mean a more extended course than at present in natural philosophy?—Yes, or perhaps applying a different test.

7117. Is our course at present not fully as advanced in the Middle Grade as the course prescribed for matriculation in the university?—I think your courses probably, and your examination questions, are in many respects too advanced. The basis may not be broad enough, but the particular point of specialisation—the point of division—is a matter, of course, in the hands of your Board of Examiners.

7118. Do you think we could, as a practical thing, double the marks without changing the whole basis of the examination?—I am strongly of opinion that there should be new syllabuses drawn up for your science examination, whether you change your system or not. These were drawn up, I suppose a very considerable time ago, and science has advanced considerably in that time, as well as the ideas of teachers.

7119. But still, what you teach in school is not advanced, but elementary science—a preparation for the advanced science which comes later on?—But the tendency of science at present is to go down more and more to principles, whereas your syllabus deals more with the top gallery.

7120. I dare say the programme might be improved considerably, but do you think, with a programme such as we have, it would be fair to give the same marks for natural philosophy that we give for Latin?—I presume that your programme, to some extent, has depended, in the drawing up, on the number of marks previously assigned to these subjects. I mean, it would not be logical to argue from your present programme concerning the number of

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marks you ought to give; probably your programme as it now stands was mainly determined by the amount of marks previously assigned to these subjects. As a consequence of this (the marks having been reduced), we cannot ask a school to spend as much time on a subject, in which only a small award is made, as on a subject with a larger award.

7121. It depends on the amount of work to be done in the two subjects. There is nothing to prevent a boy taking up French and German though he cannot get so much marks as are given for Latin or Greek; he may take them up and may add considerably to his marks by so doing?—They can score more easily. It is, in the opinion of a good many people difficult to score in natural philosophy, and perhaps in chemistry too. Perhaps that very evil has come in from the fact that you cannot have a practical examination. The examiners have had to go on giving more and more difficult questions on the papers, whereas the tendency should be the very opposite—to go down more and more to the fundamental things, and see that the pupils are properly taught.

7122. There is another statement here—"that the large sum of money which the Commissioners receive annually under the Local Taxation Act is so expended as to practically exterminate science in Irish schools." I do not quite understand what that means. Surely we give the same marks to science that we gave before we received that sum of money, and the results we give are larger in proportion on the marks gained in science, just as they are in the case of every other subject?—Indirectly it is true, because the other subjects have become so lucrative.

7123. Surely science has become lucrative equally with the other subjects, in proportion to the marks assigned?—But the more lucrative the system the less desirable is it to spend time in the less paying parts of it; you go in for the thing that bears the main portion of your grant—that is the heavy subjects. Then I think a good many science classes were knocked off by reducing the total. Two or three years ago you reduced the total by some hundreds. That caused a good many schools to knock off science, and that is a factor to be considered.

7124. But would the effect of that not be largely to lead those schools in which the teaching of science was merely added on to enable the boys to gain so many more marks, to drop science, whilst schools in which science was practically taught, and the boys acquired a real knowledge of it, would have no reason for dropping it?—The schools in which science is practically taught, and the boys acquire a real knowledge, derive no practical benefit from that form of instruction from you; whereas the greater your grant becomes the more chance the schools have of obtaining large grants, and therefore the less likely they are to continue to give instruction on a non-paying subject which does not directly lead to a grant.

7125. Why assume that science would be a non-paying subject, if what is needed is a change in the programme, or in the way in which the examinations are conducted?—Of course you may throw it back upon the fault of your programme and your examination ultimately, if you think the evil lies there.

7126. Is there anything in the nature of science to make it a non-paying subject?—There is nothing in the nature of science to make it non-paying or badly paying, except the few marks, and the difficulty of the examination considering the small number of marks which you allow for it.

7127. The small number of marks existed from the beginning of the system; it is not a new thing introduced when the additional grant was received by the Board?—Yes, but then the standard required by your examiners became gradually higher. It is more difficult to obtain passes in science.

7128. This report again says that "the present system of the Commissioners indirectly renders it impracticable for the schools to take advantage of the aid offered by the Department of Science and Art." How does it operate in that way?—As I explained before, in order to earn a grant in a science subject under the Department of Science and Art, a school has to teach that subject experimentally; the teacher has to illustrate the subject matter of his lecture by experiments performed before the class; the school must have the apparatus necessary to perform those experiments. Your arrangements require no such conditions, and accordingly a good deal of time is required under our system before the teacher can give the lesson; he must spend some time in preparing his experiments to have them ready for the class. Under your system, if he takes up natural philosophy, he has merely to say, "We will take the next ten pages for the next day," and to punish a boy for not knowing them, or the reverse, as the case may be.

7129. Still, if he connects himself with the Department of Science and Art, and teaches the subjects experimentally, surely the facts are impressed much more accurately upon the minds of the students than they would otherwise be?—I was coming to that.

7130. Is there any reason, then, why those pupils should not be earning results both from our Board and from the Department of Science and Art?—I was coming to that point. The way it works out is this. If he comes in connection with the Department of Science and Art we require him to spend more time on these things, and we insist on several conditions which require more or less trouble, and nag at him to use the apparatus more if he is not using it sufficiently, and perhaps make things a little bit unpleasant, and he says, "Well, your course does not exactly overlap the other; perhaps I had better confine myself entirely to the Intermediate course, and teach them on the blackboard; I will get better results from the Intermediate."

7131. I do not see why our courses should not correspond pretty closely with those of the Science and Art Department, if a little trouble were taken to arrange them with that view?—For the same students, of course, it is absolutely essential that they should be; it is the only logical consequence.

7132. I should think that consultation would make it quite possible to remove any difficulty of that sort?—There should be no difficulty in effecting it. You must remember science is the same matter, and the best course for one system should be the best for the other. It is highly desirable that the two courses should be made the same, or practically the same.

7133. But as things stand, it has not prevented a certain number of schools from working for the Science and Art Department and working for us at the same time?—It has not, but they work under a difficulty; they have the fear that from the fact that they have this Science and Art class, they may perhaps be injured under the Intermediate Board—that they will lose more than they will gain, and that if they focussed all their attention on teaching for the purpose of earning your grant, it might be better for them.

7134. I understand that your examinations are simultaneous examinations, held in the month of May in all schools?—The May examinations are night examinations. Quite recently the Department has instituted a day examination in June and July also; so that if you said to your schools, "Take science subjects under the Department of Science and Art," the science subjects would be examined in by the Department of Science and Art at the same time as your own examination was conducted.

7135. Until some change is made in our Act, we could not say that?—As the Act stands at present.

7136. We could not say, "We will take the examination of the Science and Art Department

instead of ours," at present?—Could not that condition be attached to the making of a grant?

7137. We could make that a condition, but we could not substitute your examination for ours as the Act stands at present.

7138. CHAIRMAN.—I do not think we could make that a condition, because that would exclude every school working for profit?—That is a different thing.

7139. When we know your scheme, then we shall be able to form an opinion upon it, but upon the Science and Art scheme as it at present stands, I think that would be distinctly illegal?—It is important to bear in mind that there is no practical difficulty in that matter—that if you made that regulation things would work out all right.

7140. Dr. BARKLEY.—I understand your system is a system of payment on attendances; the rate of payment on attendances is determined by the results of examination, and also by the report of the inspector of the school?—Both combined.

7141. And it is the result for the entire class, and not the result for each individual in the class, that determines it, is it not?—Yes. The payment is the same on each individual for attendance; so much per attendance for each individual that sits in the class.

7142. But the examination result is a result for the entire class, and not a result for the individual? Such members of the class as are presented for examination are examined. The judgment of the efficiency of the class as determined by the examination, is, of course, founded upon the answering of those who are presented. That is necessarily so.

7143. Is it the answering of each individual taken separately, or the number of passes and the number of honours obtained out of the number presented, that decides the result?—It is applied to the answering of the whole class, but of course in judging of that you must deal with individuals, because you examine them individually.

7144. That answering is judged of by the examiners in London?—Yes, the permanent Board.

7145. And you say at the same time practical oral tests are applied in the schools when the examinations are conducted?—Yes, in those subjects in which practical instruction is taken.

7146. How are the results of these practical and oral tests to be judged by the examiners?—Just in the same way as the written. It comes to the same thing in the end.

7147. How would the examiners in London know how the practical and oral test has succeeded in a school?—If you fix your attention on such a subject as art which requires essentially a practical examination. It is a practical examination going on over the Three Kingdoms, and deals with probably 200,000 pupils. The work is sent into London and examined by an expert examiner in London and a certain award is given.

7148. Then, if you take science?—If you take a subject like practical chemistry, an examination in practical chemistry is conducted in a school where that can be done, that is fitted with laboratory benches, &c., and where it can be done. A certain number of students present themselves for practical examination. A sealed envelope, containing questions on which they are to be examined or the specific things to be performed by the students, is sent forward to be opened on the next day at the examination. A superintendent is appointed to conduct the examination. Your superintendents would be quite able to conduct a practical examination in chemistry, because a student gets a specified thing to do, and he writes out the result of his investigation on paper. And the superintendent sees that he is supplied with certain things, and the paper containing the record of his results is sent back to the Board of Examiners.

7149. It is not necessary for the superintendent to be himself an expert?—No, not necessarily. The examiner in practical chemistry need not appear in the room at all. It is not necessary for him to be there so long as he lays down certain things to be done, and supplies the apparatus to do it. In practical science it is better, however, to have an expert there to make notes, one who knows the subjects. So that these difficulties are more apparent than real.

7150. Your Department pays half the expense of the equipment of schools where the other half is paid for locally. It has been suggested that probably our Board might pay the other half. Would that satisfy the rules of your Department, or would they insist on the money being raised locally?—I believe that would completely fit in with what I suggested this morning, that you should become the local authority for Ireland, and then you would replace all the local committees. If you supplied one half from your residue grant, then the Department would supply the other half.

7151. Would the Department accept that as representing the local contributions?—I think the Department must accept it—that is my private opinion of their rules—that you, in the distribution of the residue grant, might act as the local authority, and I believe that the Department would be very glad to meet you and to aid you in that capacity.

7152. CHAIRMAN.—We should have to get a new Act of Parliament before we could do it?—Before you could give the money, but you could allow the Department of Science and Art to give you the money in the meantime.

7153. Dr. BARKLEY.—Some of the schools, I understand, get grants from the Department at present?—Oh, yes. Every year, of course, a certain amount is claimed. That also applies to the construction of chemical laboratories and necessary fittings of special construction.

7154. You gave us some particulars about the present schools receiving aid from your Department in Ireland. The greater number of them, it seems, are Intermediate schools. There are a few that are primary schools, and there are also the convent schools, which you can hardly say are primary or secondary?—As a general rule, they are secondary. In particular cases, primary.

7155. But take them as a whole. You could hardly say that they were all secondary, or that they might not include primary?—Eighty per cent. of them, I should say, are Intermediate schools.

7156. That would represent about thirty?—There is only twenty per cent. of them National Schools.

7157. What I refer to as primary teaching is not teaching in connection with the National Board?—I know, but the secondary schools that I am speaking about, are in connection with the Intermediate Board, and are preparing pupils for your examinations.

7158. Some of them are. Your calendar for 1897 shows that there are a number of schools not in connection with us, but which can hardly be called primary schools. For instance, the Science and Art School in Belfast, in College Square, North; the Science and Art School in Derry; the Municipal Science and Art Schools in Cork; the Science and Training College in Waterford. None of these institutions are in any way connected with us; they would form a third class?—Those schools are called Schools of Science and Art. In Belfast, Derry, Waterford, Limerick, and Cork, they correspond to some extent to the School of Art here—the Government School of Science and Art; they are really Schools of Art with some science drawing subjects added.

7159. And therefore, of course, they are not of the nature of Intermediate schools?—No, not at all. They are public Schools of Art rather.

7160. Then there are what are described as the Technical schools in Lower Kevin-street, Dublin, where a large number of pupils are taught?—There

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are nine or ten Technical schools in Ireland receiving aid from the Technical authority—the local authority under the Technical Instruction Act. These include schools at Galway, Cork, Belfast, &c.

7161. There is the Mechanics Institute in Belfast. Of course the ages there are beyond the ages we deal with?—Yes. At the Workingmen's Institute they receive aid under the Science and Art classes regulation, but they are now in addition working under the Technical Instruction Act, and receive aid under the Technical Instruction Act, equivalent to that given by the local authority. The Town Council gives them £250 a year.

7162. So that a large portion of the grant distributed through your Department goes to schools that would not be Intermediate schools in any sense?—Yes; but the number of schools deriving benefit in that way is very small compared with the others.

7163. But the number of pupils returned as under instruction is large, and I suppose the amount of benefit is large in proportion?—Oh, yes; but the only school that receives anything large is the Kevin-street Technical School. The contributions to the country Technical Schools are really very small. The Killarney school of Arts and Crafts, for instance, only received £25 a year. In Gort and other places they receive small sums.

7164. You made a suggestion that drawing should be compulsory in Intermediate schools—at least at the beginning. Is not that impossible as things stand at present. There must be a great many of the Intermediate schools which have not got any teacher competent to teach drawing?—Yes; but, if you pay them for teaching drawing, you will get teachers.

7165. But we do not pay unless they teach it. You suggest that it should be made compulsory. If so, the schools would have to provide a teacher, or else cease to be connected with us?—I do not think that that is a practical difficulty, for there are teachers quite capable of teaching drawing in these schools, and most of the schools take drawing at present. The majority of the schools in connection with us take drawing under us, because they take drawing under you too. So teachers exist in most localities.

7166. There are a great number of schools that you have nothing to do with. We have almost 400, while you are only dealing with 100. So we have a large number of schools in which I don't think the schools themselves profess to teach drawing?—If you have a difficulty in forcing drawing on the schools, you may try it gradually. And it is necessary to have it done, as it is a very useful part of a boy's education when he is young.

7167. It is useful when boys are preparing to enter a university that a school should be competent to give proper instruction in mathematics and classics, and, perhaps, modern languages, and yet such a school may have no arrangements for drawing at all?—Yes; but if you made it desirable to teach drawing, I think arrangements would be made for teaching it, and very soon you could make it compulsory. The best way is to bribe people to undertake it for a while, and afterwards force them to do it.

7168. That is different from making it compulsory?—I propose to bribe them in my scheme, for it gives them your results and ours at the same time. You will find that most of the schools will do drawing.

7169. I think you may take it that a large number of our schools have not drawing at present, and could not have it unless they had a teacher qualified to teach it?—I think there would not be very much difficulty in finding such a teacher. The difficulty is one that would not be very serious in practice.

7170. As to exhibitions, you suggest that there should be entrance exhibitions for poor children. Would not it be very difficult to qualify them in that way?—Well, of course, the poverty of the student is an element I suggested.

7171. But how to be determined?—By the parents or guardian.

7172. But your Department found it necessary gradually to do away with the limitation of the income of the parents?—Yes, because they were forced up from below.

7173. We have no satisfactory means of arriving at the income of the parents, and, if we fixed the income at a certain amount, we would have pressure from those just above it to include them?—You might ask the parents and school authorities on that point, and ascertain who were the deserving pupils and pupils to be encouraged.

7174. If you give these exhibitions to the schools to be distributed, then the question arises, what proportion would you give to one school as compared with another, and what means have we of determining that unless by the result of general examination?—My point was this—that, so as to avoid complication, it might be desirable for you to award some entrance exhibitions for very intelligent boys from primary schools.

7175. How is their intelligence to be tested?—Well, Ireland is not a very large place, and nearly everyone in Ireland knows about everyone else.

7176. It has a population of four and a-half millions, at all events?—They might be given indiscriminately to children attending the primary schools.

7177. I am afraid, if given indiscriminately, there would be too many candidates?—I mean, as far as income is concerned.

7178. Do you propose an educational test?—Of course. My system was that your scholarships were to be awarded by examination, and that alone. And then, at the other end, I suggested that they might have "leaving scholarships." And I said that, if the parents were extremely wealthy, it might be desirable for you to consider whether it would be wise to give exhibitions to children of wealthy parents, while there were so many children in Ireland whose parents were not wealthy, and on whose education your money might be profitably spent.

7179. Where would you draw the line?—You might draw the line where the income was more than £2,000 a year for instance.

7180. That is so very high that it would practically mean no line at all?—You might make it £1,000 a year, or £500.

7181. Then we would require to have a certificate and return of income?—You can determine that to the best of your ability, if you decide that it is a desirable thing. Of course you would be the persons to rule on that subject, as to whether a student was eligible or not under the rule to hold the exhibition.

7182. Do you propose these leaving scholarships and the entrance exhibitions in addition to the present exhibitions or in lieu of them?—In lieu of them. I did not draw out any fixed scheme concerning them. I thought the entrance exhibition might entitle a boy to an Intermediate school course of education, and then, if, on leaving that school, on attaining the senior standard, he gains a leaving scholarship that could be used to keep him one or two years in a university or at his profession, to whatever he goes—provided the money is spent in furthering his education. It might be in a university or otherwise.

7183. Then, as to assigning scholarships to particular schools, how are we to determine what schools should get a certain sum assigned to them for scholarships, so as to distribute the fund fairly between them, having regard to the different localities and other circumstances?—Well, you would have the report of your inspectors. That is the only means. If you wish to give any weight to any consideration other than the general public examination, you would have to depend on the reports of the inspector, who would inform you as to the exact local conditions. It may be desirable in some cases to give further assistance to a school which was working under difficult circumstances and in a poor district. However, I expect, at first you would not differentiate in that way. You would gradually work up to it.

7184. In the meantime we would be obliged to award any exhibitions that we may give at the general examinations that are now held for Ireland?—Yes; I think you should in the meantime give your exhibitions and your scholarships as the result of your annual examinations.

7185. Most Rev. Dr. WALSH.—Let me call your attention to the report of the Royal Commission on Secondary Education in England. I shall ask you whether you agree with the view that is put forward in the report on two or three points. The report first lays down that all secondary schools that form part of the recognised school supply of the country should be open to inspection. Do you agree with that?—Certainly, all schools receiving aid.

7186. Aid from the State?—Yes.

7187. Do you consider that this inspection should cover such matters as the school equipment, general observation of the time tables, the quality of teaching, all that would naturally form part of the visit of an intelligent observer?—Certainly, each of these.

7188. That is laid down in the English report as fundamental. Then the report goes on to say that it may be necessary to supplement this by something further, in order to test fully the nature of the work of the school, and two forms of supplement are proposed: either a more complete educational inspection, or an examination of the school as a whole. Thus we have the preliminary inspection, as we may call it, plus a detailed complete inspection of the school, or plus an examination. Now, you see in one of these systems there would be no examination applied as a test of the work of the school, and in the other there would be?—No written examination.

7189. No examination, except that which would naturally form part of the work of an inspector visiting the school?—Yes.

7190. You have not contemplated abolishing examinations to that extent in our Irish schools?—No, I think it quite unfeasible to abolish the written examination at present.

7191. You have not contemplated the abolition of examination and the substitution of inspection alone, as a means of testing the work of the school?—No, except in the future it might be done, if found desirable.

7192. That is when we get in the region of the ideal?—Yes.

7193. It may, of course, be useful to keep the ideal in view?—I think it should be kept in view.

7194. You do not consider that at present it would be feasible, even if it were desirable, to make such a sweeping change as that in the Irish schools?—I think at present it is undesirable, and would be attended with very great difficulties.

7195. But it may be kept in view as a thing to be worked up to, and to be reached at a future time, when the practical difficulties that exist at present disappear?—That is exactly my view.

7196. May I take it that you are altogether against the system of assessing the grants to the schools on the basis of results fees, I mean individual results of the individual examination?—As the only test—certainly.

7197. You are totally opposed to that?—Yes.

7198. But I believe your Science and Art Department claims the credit, or, as some of us may consider, the discredit, of having introduced that form of payment into English education?—Yes, it was a very good system to start educational work, but not a good one to continue it.

7199. It was found a useful system at one time, not only by the Science and Art Department, but also by other educational bodies, the Elementary Education Departments of both England and Scotland, the Irish National Education Board, and also the Intermediate Education Board in Ireland?—Yes.

7200. But it by no means follows that because such a system was introduced for a certain purpose, and was found effective for that purpose, it is a desirable thing to continue it after it has achieved its main object?—No, I think it is a pernicious system now.

7201. Kindly describe to us the actual system now at work in the Science and Art Department Let me put it to you in this way:—There are two kinds of schools that you deal with, science and art classes on the one hand, and science schools on the other?—Yes.

7202. Those secondary schools that were known up to a year ago as organised science schools?—Now schools of science.

7203. These are two totally distinct things, the classes and the schools?—Yes.

7204. The science schools represent a higher standard?—Not necessarily.

7205. A more complete scientific teaching?—An organised system of science instruction.

7206. Let us begin with the science classes?—The science classes consist, say, of a single class in magnetism and electricity in a school or an institution at night or by day, attended by certain pupils, and taught by a qualified teacher.

7207. How does the Department form its judgment of the qualifications of the teacher?—It asks the inspector to visit the class and report on the condition of the buildings, the efficiency of the teaching, the equipment, the experimental work, and the general work of the class.

7208. Then the inspector is expected to hear and see the teacher conducting a class?—Yes.

7209. Don't you think that is a very excellent way of testing the capacity of a teacher?—Yes; I think it is a very desirable thing.

7210. I don't know whether you would go as far as I am inclined to go—that it is a far better test of the capacity of the teacher than the fact of his having passed an examination?—Oh, yes, undoubtedly.

7211. To test his capacity as a teacher. I am not speaking of his actual knowledge, but his capacity as a teacher. Do you think there is any better test than to see how a man does his work?—You cannot have a better test than seeing how a man does his work. The Department says, first of all, "You must have an educational qualification, you must have passed some examination," or something equivalent.

7212. That is, if he has a certificate of having passed an examination, though the Department may not have evidence that he is able to teach, they are satisfied with that?—Yes, they say, "You may start."

7213. Though they have no evidence, from actual work, as to whether he is a capable teacher or not?—Whether he is, or is not, they say to him, "We will send an inspector now to report on your teaching.

7214. As a beginning, they are satisfied with that, if he has nothing else?—Yes, if they are satisfied by some preliminary investigation of his qualification. But, even though he had the literary qualification in the past, if the inspector reported that he was altogether unfit for the position of a teacher, and unable to teach, the Department would withdraw its recognition. So it also depends on the report of the inspector.

7215. Are there not a large number of teachers in Ireland under you who have had no preliminary certificate, but are fully recognised as qualified teachers in consequence of their having been inspected by a competent inspector, and recognised by him as qualified teachers?—Several cases of that.

7216. Now, as to the grants. The grants are not paid on the direct results of the examinations?—Indirectly on the results of the examinations.

7217. Compare it with the Intermediate system. In the Senior Grade under our system a school may earn £39 on the answering of one boy in the examination; so it will make £39 of a difference to the school whether forty-nine or forty-eight boys pass in that

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sense. Could that very notably affect the amount of grant to be given in your case?—No; scarcely sensibly, practically not at all. But if, say, thirty-nine passed, or if only nine passed, that would make a difference.

7218. But minute differences do not really affect the result?—Practically not.

7219. Whereas in the Intermediate system each individual result must substantially affect the amount of the grant?—Yes.

7220. Your grant is founded mainly on the attendances?—Altogether on the attendances.

7221. The number of attendances made by the boys in the class for the whole year?—Yes.

7222. But the amount paid per attendance is not a fixed sum?—That varies.

7222A. Within what range does it vary?—From 2*d.* to 6*d.*

7223. That is in the elementary stage, and it varies from 4*d.* to 1*s.* 4*d.* in the advanced stage?—Yes.

7224. The minimum grant is paid if the inspector reports that the school is just barely up to the level?—If he does not actually condemn the school.

7225. And it may range from that to the maximum?—Yes.

7226. According to the nature of the inspector's report?—And the examination. In order to determine how much it should be they examine the school, and also inspect it. Combining the results of the examination with the report of the inspector, they assess the schools. It may be 5*d.* or 4*d.* per attendance; it is paid on every attendance made.

7227. Of late the tendency has been with your department to diminish the weight that is to be attached to examination and to increase the weight to be attached to inspection?—Yes. Up to three or four years ago it was altogether by examination and payment by results. They have gradually introduced inspection.

7228. And I may take it that that has been introduced as the result of great experience that has been gained by the working of the Department all over England, Ireland, and Scotland?—Yes; forced on the Department by experience.

7229. Coming now to the schools of science, are there any results payments there?—No results in the sense in which you pay results, in regard to the answering of individual students. There is an average grant assessed on every pupil in the school; a certain fixed amount—part of which fixed amount depends on the work of the school and the buildings and a variable part is in the hands of the inspector, the amount of it depending on his report, and he practically assesses it. I should state that, as a rule, a single inspector does not visit a school and assess it; he does it in conjunction with one or two others, and therefore the grant to each school is determined by a combination of inspectors familiar with the schools in different parts of the country.

7230. I find that the amount received by the various schools differs very much?—Some get very little, and some a great deal.

7231. I find that there are three schools, of which one gets only 10*s.*, another 14*s.* 7*d.*, and another 15*s.*?—Yes, very likely.

7232. These are very exceptional?—Yes.

7233. On the other hand I find schools getting £76, £164, £229, £351, and £525?—Yes.

7234. That variation comes not alone from the report of the inspector, but from the number of pupils that are in attendance, and the number of attendances that they make, and the character of the examination?—Yes. It should be understood that schools there mean, in some cases, only individual classes, and that some classes may have only two pupils in the elementary stage, and it may be three or four pupils in elementary drawing; or the class may be a very large one, or a whole institution, such as the De La Salle College, Waterford, which earns a very large grant.

7235. You view the question of inspection, of course, mainly in reference to your own department of natural science and mathematics?—Yes.

7236. You said it may be desirable to have a corresponding inspection in other departments of the school?—Yes, very desirable in modern languages, I think.

7237. Take the ancient languages, and also English and everything else. Why do you not think it desirable to have inspection in all the departments if it is desirable in one?—I think it is more easy to test the work done in the school in ancient classics and in English, than in the modern languages, by a written examination.

7238. Don't you think it would bring life into the school and keep the teaching up to the proper standard if the quality of all the teaching was made the subject of inspection?—It would be a great advantage to have experts in the modern languages and all other subjects visiting the schools.

7239. How many inspectors would be required to do all the work in the Intermediate schools in Ireland? Would it take very many for that general inspection? I do not speak now of the higher and more searching system of inspection, mentioned in the Report of the English Secondary Education Commission as an alternative to examination of any kind, the kind of inspection that has been called a "continuous audit of the efficiency of the schools"?—If all your Intermediate schools were in connection with us, you have less than 300 Intermediate schools——

7240. Rev. Dr. TODD MARTIN.—Less than 400?—Less than 400.

7241. Most Rev. Dr. WALSH.—Of course there are not 400 taking up natural science—say 300?—Two hundred, certainly not 300, take up the science subjects.

7242. I suppose two inspectors would do it?—Judging roughly from what the Department does in England, if you appoint one district inspector with an assistant, it would do for science.

7243. That is practically two inspectors?—Yes.

7244. And I suppose there would not be more than two required for modern languages and two for probably the other literary branches put together?—Yes, I should say about that.

7245. There is only one other question I wish to ask you, based upon your own actual experience. You are distinguished from all the other witnesses whose evidence, that is to say, whose opinions, on the subject of inspection we have had here: you come here as an actual inspector of the Science and Art Department, having conducted for four years the work of inspection in a number of schools all over Ireland?—Yes; and in England, too, and in Wales.

7246. Let us keep to Ireland for the present. And—as religion has to be mentioned here—these schools that have been inspected by you included schools, some of them under the management of Catholic authorities, and some under the management of Protestant authorities. Is not that so?—Yes; certainly.

7247. Did you find that there was any difficulty put in your way, or that there was anything to interfere with the efficiency of your work, from the fact of a school being managed by a Protestant or by a Catholic?—Absolutely none. In fact the question of religion never appeared except as a bogey held by people advocating other ideas. In the practical work I have never found it to exist. I am received with equal courtesy in all classes of schools.

7248. I am sure of that, but I think it a very important matter to have it in our notes as a matter of fact. It may be important also that we should have something as to the particular classes of schools. You have inspected a number of schools of a distinctly Intermediate type. Let us take the Loreto Nuns' schools; everyone knows that the young ladies' schools which are conducted by the Loreto Nuns throughout Ireland are secondary schools?—Yes, very superior schools.

7249. You visited a number of these?—Yes; you will find on the list, Rathfarnham, Stephen's-green, Kilkenny, and Dalkey, and many others.

7250. The nuns never resented your visits?—No.

7251. Or thought you were interfering with their freedom as teachers?—No, they were always very pleasant.

7252. They didn't faint when you came into their schoolrooms?—No.

7253. The Dominican Nuns in their schools like Sion Hill and Cabra, and Taylor's Hill, Galway, and St. Mary's University College, Merrion-square, these also represent our highest type of schools?—Yes, and the Ursuline Convents at Blackrock, Cork, &c., &c.

7254. And you visit also a number of Christian Brothers schools through the country?—Yes, the highest class of Intermediate schools.

7255. You visited the Christian Brothers College, Cork, and the Presentation Brothers in Cork?—Yes.

7256. And, on the other hand, the Wesley College, Stephen's-green, the High School, Harcourt-street, the Masonic Boys School; all these are Intermediate schools?—Yes, these were in connection.

7257. And you found yourself equally welcomed in the schools, whether Intermediate or primary, whether conducted by Protestants or Catholics?—Exactly the same.

7258. Did anyone ever say that the inspection interfered injuriously with the work of the schools?—No; I have had many intimations that the teachers consider it a great advantage to have an inspector going around to assist them in special subjects. It just happened this year that in the case of several schools of art and art classes the Department sent round an artist familiar with English art-work to visit the schools.

7259. Did this gentleman visit Rathfarnham Convent lately?—Yes, and several other schools.

7260. I suppose he was the gentleman to whom the nuns referred. A nun from Rathfarnham told me a few days ago that one of the most useful educational helps they ever got there was from a visit of an inspector of the Science and Art Department?—Yes, as a matter of fact I accompanied him to some of the schools. I am glad the Department did it, as I think it is the best way in which they can expend some of their money.

7261. And probably you did not know, and I dare say the nuns did not know, whether he was a Protestant or a Catholic?—No; and I am sure they did not ask him the question: and since I went round inspecting I have never been asked the question whether I am a Catholic or a Protestant, and I believe a great many do not know.

The witness withdrew.

[NOTE.—Some questions and answers in Mr. Preston's evidence have been omitted at his request with the sanction of the Commission, as they related to Departmental matters not within the scope of the present Inquiry.—*Secretary.*]

Rev. Brother J. A. O'MAHONY, Director, Christian Brothers Schools, North Richmond-street, Dublin, examined.

7262. CHAIRMAN.—Brother O'Mahony, I think you come here as the representative of the Christian Brothers?—Yes, my lord.

7263. And you are aware that a very able paper has been sent in to us by your Superior-General, Brother Maxwell?—Yes, my lord.

7264. Now you may assume that every member of the Commission has carefully considered that paper. I may take it that paper, together with what you now tell us, embody the suggestions of the Christian Brothers?—Well, there were some matters in that paper that perhaps I should supplement. I should like to begin by asking the Commission not to expect from me anything very novel. So much information has been already laid before you by persons so thoroughly competent to do so that it is really difficult to find anything new to add. What I propose to do then is to make as briefly as I can a few practical suggestions, such as occurred to myself and my colleagues from time to time as the results of our experience from the working of the present system of Intermediate education, and such as may be of some use in making it more powerful for good. The practical working of the system has undoubtedly served useful purposes and produced beneficial effects. It put an end to the apathy and stagnation that existed before its introduction, and aroused and still keeps alive a spirit of public interest in the work of education. The high standard of education it requires to be maintained, and the aid it gives in maintaining that high standard has done much for the promotion of education in Ireland. The monetary help it affords to managers enables them to provide better appliances and more effective teaching power in their schools The training students receive under it tends to foster in them habits of industry, force of character, and fixity of purpose. I should like to emphasise this statement, as persons but slightly acquainted with the working of the system may be apt to think that it would have a contrary effect. The system puts within the reach of students of the less wealthy class facilities for preparing themselves to fill positions of trust and emolument. Hundreds of persons are at this moment filling honourable and lucrative positions in the Civil Service, in business, in the professions, in the Church, and in the Universities that they never could have reached but for the facilities the Intermediate system put within their power, and of this our own schools give ample proof. Parents have an impartial and reliable test of the capacity and progress of their children. In order to provide a similar test for parents in England schools pay considerable fees to External Authorities, such as the College of Preceptors, the Oxford Locals, the Cambridge Locals, and the like, for the purpose of having their pupils examined and their progress tested. The system, by means of its exhibitions, renders effective aid and encouragement to parents in providing for their children an education higher than elementary. Your exhibitions—especially those in the early grades—are of great service in forwarding the education of the students who win them. Your system provides schools with a definite programme and indirectly imposes on teachers the necessity of following approved methods of teaching and of school government. The "fair field" and "no favour" principle so admirably carried out in the working of your system stimulates parents and teachers and students to make individual efforts and individual sacrifices in the work of education. Our written evidence sent to the Commission states that "There are, however, in the system itself and in its practical working, defects that tend in no small degree to restrict its benefits and to mar its usefulness." While recognising that defects exist, both in the system and in its practical working, it was thought better to confine criticism to the defects that could be mended without further legislation. The popularity of the system and the confidence the public have in the impartial way in which it is administered make it desirable to improve to the fullest extent possible the existing system rather than run the risk of failure by the introduction of radical changes. The defects in the system itself are—first making a written examination the exclusive test in every subject of your programme. Obviously there are subjects of Intermediate education, for instance, vocal and instrumental music, reading and elocution, that cannot be tested by a written examination, and others that can be but imperfectly tested by a written examination. The first class of subjects must be excluded altogether from the programme, and the second class, if included in it, will run serious risk of being unfairly treated. From a statement your Lordship made as to the

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Rev. Brother J. A. [redacted] O'Mahony.

Board's powers of inspection, and from the lucid evidence of Lord Justice Fitzgibbon, I gather that a written examination need not be the sole test, and consequently this defect is not one that is, strictly speaking, inherent in the system.

7265. You have entirely misunderstood my view if you think that I have said that I consider that it is under the Act the sole test. But it has been suggested—and I give no opinion upon it—that possibly it might be legal to impose a condition that no school would be entitled to results fees unless it had been inspected and that the report of the inspector was satisfactory?—That is the sense in which I understood it, my Lord. I come now to what I consider the second defect in the system; the making a fixed unvarying sum the basis of distribution of grants to a large and varying number of schools on the successes of a very variable number of students. I consider this defect a very serious hindrance to the proper development and working of the Intermediate system, and one that is largely responsible for many of the other defects in the working of the system. If the mercenary spirit of which we hear so much influences managers and teachers of Intermediate schools to the extent some would have us believe, it would not be surprising to find them striving to limit rather than to extend the advantages of Intermediate education, trying to secure that the rules and programme be so framed as to give their schools an advantage, and place other schools at a disadvantage, rather than to suit the requirements of a good education. Now in regard to the practical working of the system we have mentioned some defects. The most striking defects in the working of the system are over-strain upon teachers and students, a too great tendency to literary subjects, neglect of the teaching of science, inadequate provision for Intermediate education. The tendency of all competitive examinations is to stimulate to strenuous and persistent efforts with a view to surpass others. So long as the exertion and the resulting strain are within reasonable limits the competition serves a useful educational purpose in concentrating the attention of teachers and students on definite work, and in giving aim and relish to studies. Of course there is danger in every exciting competition, as well as in every exciting game, that the exertion may become excessive either in degree or in duration, and that consequently injurious effects may result unless they are guarded against by proper precautions. The cause that tends most, in my opinion, to intensify the strain, especially on teachers, is the manner in which the results of the examination are announced. While it would be very desirable to know the results, it would be very undesirable to have the excitement and strain that result from the present mode of publishing them. Much of the excitement would be got rid of if the Board, instead of publishing general "Lists," gave private intimation of the results as far as may be necessary to managers of schools and to individual students. The steady increase from year to year in the difficulty of the papers set at the examinations is another cause of strain. And a more serious cause still is the excessive amount of matter prescribed in some cases, as in English, for example, and the minute knowledge of details and of unusual exceptions necessary for answering some of the questions given in the examination papers. Probably the best way to guard against these defects is by having the examination papers of all grades subjected to a careful supervision, so as to ensure—(1) That the papers are properly graded. (2) That no marked inequality be allowed to exist in the papers in different subjects of the same grade; and (3) that questions on minutiæ, those of too abstruse a nature and those requiring too much memory work, be altogether excluded from the examination papers. That the system in its practical working has developed a tendency to literary subjects is shown by the fact that over 73 per cent. of the successful candidates (boys) at the examinations last June, were examined in three or more languages, including English. Whether this is the proper tendency to give to education in a country like Ireland is quite another matter. The causes responsible for this tendency seem to be: (1) The larger number of marks assigned to languages; (2) the greater encouragement in the way of medals and prizes given for the study of languages; (3) the less risk there is of failure or of getting low marks in languages; (4) the exclusion of all subjects other than languages, mathematics, and freehand drawing from the Preparatory Grade; (5) the small amount of efficient teaching requisite for success in languages as compared with most other subjects. This tendency to literary subjects would be very much lessened, if not entirely removed, by dividing English, which is at present very much overweighted, into three subjects, viz (*a*) composition and grammar; (*b*) authors and English literature; (*c*) history and geography; then placing all the subjects in the programme on a footing of as perfect equality as possible so far as regards the marks, the amount of matter required in each grade, and the fees or grants paid to schools. If this suggestion be regarded as a counsel of perfection that cannot be put into practice, then the next best thing to do would be to divide the subjects of the programme into three groups. In the first group I would place English, Latin, and Greek, and give each 1,200 marks I would place modern languages, mathematical and science subjects, drawing and commercial English in the second group, with six hundred marks each, and I would place in the third class book-keeping, shorthand, handwriting, and the commercial sections of modern languages, and give to each 300 marks. In each grade I would have two divisions, a classical and a non-classical. These divisions should be independent of each other, and be treated equally in every respect. There should be no inter-competition between them for exhibitions or prizes. Students of the classical division, that is, those examined in Latin or in Greek, or in both these languages, should compete among themselves, and students of the non-classical division, that is, those not examined in either Latin or Greek, should also compete among themselves. Another way for lessening this too-literary tendency is the introduction of additional subjects into the Preparatory Grade, and thus give students and teachers greater freedom of choice in the selection of subjects. But it is alleged that some subjects are of far greater importance than others. The importance of a subject in any particular case depends very much, I fancy, on the special circumstances of the case. To a student who requires to know Italian, or Spanish, or Irish, for example, a knowledge of the language he wants is much more important to him than a knowledge of Latin or Greek, or German, in case he has no use for any of these latter. The educational advantages of special subjects is urged as a reason why they should be given higher marks, and a more favourable treatment in the programme than other subjects. I fancy the educational value of the study of any subject depends far less upon the subject itself than on the method followed in teaching or studying the subject. Every subject has its educational value if it is properly taught. What is really desirable, and to be aimed at in Intermediate education, is a wide general education that underlies and prepares for higher education and the various avocations in after life. In our written evidence the extent to which science teaching is neglected in Intermediate schools is pointed out, and four of the principal causes to which that neglect may be ascribed are mentioned. As regards the first of these causes—"The exclusion of science subjects from the Preparatory Grade"—I have only to say that it appeared evident, from the very start, to those whom I am representing, that this exclusion would tell against the teaching of science in Irish schools. Hence strong and repeated appeals were made by us to the Board to place elementary science and elemen-

tary chemistry in the Preparatory Grade programme. These appeals however, had not the desired effect, and the consequences that were anticipated have actually taken place. Science teaching is all but extinct in Irish Intermediate schools. The second cause—"The mathematical and abstruse nature of many of the questions set in science subjects at the examinations." This remark applies more particularly to the natural philosophy of Junior Grade. Possibly the examiners could not well avoid giving such questions since the course in which they had to examine is a course in theoretical mechanics, though designated by the more popular but misleading name of natural philosophy. The third cause—"The over-weighting of the science courses of the higher grades by including in them the courses of the previous grades." The effect of over-loading a subject with matter is to deter students and teachers from taking up the study of that subject. Fourth cause—"The inferior position science subjects occupy in the programme, and the higher standard of work required for passing in them as compared with other subjects." The keen competition that exists between students and between schools naturally forces both students and schools along the lines of least resistance. When, therefore, subjects in themselves desirable are omitted, and less desirable subjects selected in their place, there is presumptive grounds at least for concluding that the subjects generally selected are more easily prepared or more liberally rewarded than those that are usually omitted. To make the teaching of science at all feasible under present conditions and circumstances very considerable changes must be made in the existing curricula in science subjects. Courses in elementary physics and in elementary chemistry requiring experimental illustration should begin in the Preparatory and be continued in the Junior Grade. More advanced courses in physical science and in chemistry should follow in the Middle and Senior Grades. These courses ought to be drawn up by persons having practical experience in the teaching of elementary physics and elementary chemistry. The experimental, and, still more, the practical teaching of natural science and chemistry, involves a large initial outlay, and a constant considerable cost in replacing instruments, in providing chemicals, and the like. Some means should be devised by which compensation could be made to the school for any necessary expense incurred. As to the inadequate provision for Intermediate education, Lord Cairns, in his speech on the introduction of the Intermediate Education Bill into Parliament, said: "Intermediate Education in Ireland is defective in quality and inadequate in quantity. Only 2 in 1,000 are learning either a modern language, Latin, Greek, or mathematics, while in England 10 to 15 per 1,000 are engaged in these studies." Considerable improvement has taken place in our Intermediate education since this statement was made, over twenty years ago; but there is still vast room for further development. Lord Spencer's Committee considered that in Wales 10 boys and 7 girls per 1,000 of the population required an "education higher than elementary"; the age limits being 10 and 17. The Joint Committees, working under the Welsh Intermediate Education Act, aim at a higher proportion than that suggested by Lord Spencer's Committee, and have taken roughly 12 boys and 8 girls, over the age of ten years, per 1,000 of the population, as the number for which they are providing schooling. According to the last report on the inspection of higher class schools, and the examination for leaving certificates, in Scotland between 16,000 and 17,000, or near twice the number in all the grades of the Intermediate, presented for the Leaving Certificate Examination. Surely the position of Ireland with respect to Intermediate education ought not to be inferior to that of Wales or Scotland. Taking the population of Ireland as 4,500,000, and calculating on the very moderate basis of 10 boys per thousand of the population, as suggested by Lord Spencer's Committee, about 45,000 boys, within the age limits of 10 and 17, require an "education higher than elementary." The highest number of boys examined any year by the Board was well under 7,000, or less than one-sixth of the number requiring secondary education; and the total number returned, as receiving Intermediate education in schools or colleges working under the Board hardly exceeds 4 per 1,000 of the population. It is, therefore, to be regretted that the Act, in its practical working, fails to make the adequate provision for Intermediate education that Lord Cairns had in view, or to reach so large a proportion of Irish youth who should be receiving an "education higher than elementary." The chief causes to which this failure may be attributed are—(1.) The radically unsound principle of making the promotion of any part of an educational system dependent on grant distributions of a limited fixed sum among an ever-varying number of schools and pupils. It is obvious that grants on a principle of that kind make it the interest of the schools receiving the payments to restrict the area of the competition, and to prevent as far as possible the development of the system. (2.) The methods which the Board has hitherto employed for the promotion of Intermediate education is the next defect to which I wish to direct attention. In criticising modes of administration, I must not be understood as expressing any want of confidence in the wisdom or impartiality of the Board; on the contrary, I myself and those I represent have the fullest confidence in the Board, and in every member of the Board. The chief function of the Board is, of course, to promote Intermediate education in Ireland. The means that should be employed for that purpose are—(*a*), To aid by its grants the development of centres or places in which Intermediate education may be given; (*b*), to attract by its exhibitions and prizes students to enter on a course of Intermediate education; and (*c*), to enable students of limited means to pursue a course of Intermediate education by means of tenable exhibitions. The Board, in my opinion, acted on a wrong principle in attempting to promote Intermediate education mainly through the higher grades or finishing end of the course, instead of fostering and developing the early grades or initial stages of the course. I have made out a list of the number of schools having successful students in the Senior Grade, which I would ask permission to hand in.

7266. Very well; we shall take it as part of your evidence. *Witness.*—At the last examination, for instance, the Board's awards to the 186 students who passed in the Senior Grade amounted to a total of £2,614, or an average of £14 on every student who passed in the Senior Grade; and 89, or 47·8 of these students, including six who got £10 prizes, obtained or retained exhibitions, which means a large money prize to about every two students. In the Middle Grade the Board's awards to the 461 students who passed at the examination amounted to £3,752, or an average of £8 per student; and 154, or 33 per cent. of these students, either obtained or retained exhibitions, which is equivalent to an exhibition for every three students that passed in the grade; while in the Junior, and in the Preparatory Grade the awards to the 1,656 and 1,649 students that passed, amounted to £3,877 and £3,508, or an average of £2⅓ and £2⅛ per student in the respective grades; and 166 and 165, or 10 per cent. of those that passed the examination, got exhibitions. Notwithstanding the numerous and valuable awards offered to students, and the large results fees given to schools in the Senior Grade, that grade is an admitted failure as regards numbers. It is an educational failure as regards the students, and a financial failure as regards the schools. In proof of this, I need only point to the published results of the last examination. It appears from these results that only 186 students of the prescribed age passed in the Senior Grade; that

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these 186 students are distributed through 68 different schools; that in only two of these schools did the number of passes reach even a dozen, one of those two being the Christian Brothers Schools, in North Richmond-street; that in not more than 12 of the schools did the number of passes exceed three; one-fourth of those 12 schools being under the Christian Brothers; that in 25 of those schools one student passed from each; and in 16 others only two students passed. The average number of students that passed from the 68 schools was 2·7 students per school. Surely the education that it was possible for students to obtain under these circumstances must lack many of the qualities of an ideal, or even of a fairly good education. The expenses to which schools are put, in providing the necessary staff and machinery for teaching one or two Senior Grade students, will exceed in most cases the amount of results fees earned. Now, as to the remedies I would suggest:—The first and fundamental obstacle to the extension of the advantages of Intermediate education to all those who ought to have it within their reach can only be removed, I suppose, by the authority of Parliament. Whether it would not be possible to induce Parliament to supplement your fixed income by voting an annual grant to meet the needs of an expanding system, I must leave others to answer. The most effective way the Board can promote Intermediate education, under existing circumstances is, in my opinion, to induce students to enter on the course of study prescribed in your programme at as early an age as possible, and to continue the course to its completion. In order to make this possible for the bulk of the students, I think the grades should be moved down one year, as suggested by Lord Justice Fitzgibbon. I would suggest that while the competition for exhibitions, prizes, &c., be restricted to students under 17 years of age, the full results fees be paid a second time on students in the new Senior Grade, provided they are under 18 years of age, and take, at least, a few honour papers at the second examination. Exhibitions tenable for two years should be awarded in the Preparatory Grade. This arrangement would make it possible for clever students of the humbler class to obtain, at least, the benefits of a full Junior Grade course. The exhibitions awarded in the Junior Grade would then be available to students who were industrious and desirous of continuing their studies. Deserving students would, by means of these exhibitions, be able to prosecute their education without a break, and without taxing unduly the limited resources of their parents. Students should, however, be given to understand that exhibitions, whether tenable for one or for several years, have a prospective, not a retrospective purpose; that they are intended as means to enable students to continue their education, not as rewards or payments for success in a competition. The conditions for retaining an exhibition should be such that they would not operate unfairly against students who obtain exhibitions at an early age, by obliging them, under pain of losing their exhibitions, to pass through a superior grade each year, or to undertake at an early age work intended for students of maturer years. Students should not be placed at any disadvantage, or exposed to the pressure of doing advanced school work, merely because they were successful at the examinations and won exhibitions at an earlier age than others. A student who retains an exhibition in a grade should not be debarred, if eligible by age, from competing again in that grade. In conclusion, I beg to submit to you a table showing the number of students of the prescribed ages presented for examination from the Christian schools, the number that passed, and the proportion per cent. that passed from the four provinces of Ireland in the years 1896, 1897, and 1898. From this table it appears that an average of 42·6 per cent of all the students who presented themselves for examination, and 48·5 per cent. of all the students that passed during the three years were from the Christian schools.

[*For conclusion of evidence of this witness see page* 411 *post.*]

The Commission adjourned until the following morning.

SIXTEENTH DAY—WEDNESDAY, FEBRUARY 8TH, 1899.

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AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

Captain W. de W. ABNEY, C.B., F.R.S., Director of the Science Division, Science and Art Department, South Kensington, examined.

7267. CHAIRMAN.—Captain Abney, you are Director of the Science Division of the Science and Art Department in South Kensington, are you not?—Yes—well, I believe my proper title is Director for Science, but it does not matter.

7268. You have been good enough to send us in two memoranda—one is a joint memorandum by yourself, Mr. Cunningham, and Mr. Barton, and the other is a separate memorandum by yourself?—A separate memorandum by myself, yes.

7269. We have the benefit of those memoranda, they have been printed and published, and it is not necessary to go through the details of them more than you yourself desire?—No.

7270. But there are a few questions to which I wish prominently to direct your attention that we may have the benefit of your advice and assistance upon them. Your Department is a Department, as I understand, that is governed by rules—rules framed by the Council for Education—as distinct from Act of Parliament?—As distinct from Act of Parliament, yes.

7271. And the result of that is that when the Council for Education determine upon any particular change it can be effected without any change in the Act of Parliament?—Without any change in the Act of Parliament.

7272. I mean it does not require a new Act of Parliament?—No.

7273. If public opinion disapproves of the change, then it is competent to raise the question in the House of Commons or otherwise?—Quite so.

7274. And the Government of the day are obliged to yield to public opinion?—Sometimes; not always. It all depends upon the Treasury.

7275. You recognise that in a system like ours, in which changes may from time to time be necessary, it is extremely inconvenient to be bound hard and fast by iron rules which cannot be altered without an Act of Parliament?—I quite agree.

7276. Would you think it advisable for us to obtain Parliamentary powers to carry out the object of the Intermediate Education Act by any mode in which we thought fit, subject, as our rules must be under our Act, to the consent of the Lord Lieutenant and to the Rules being laid before Parliament, with a power in either house to negative them?—I think that would be a most advisable way in which to proceed. A one-clause Act would be quite sufficient to make everything possible for the Intermediate Board.

7277. I could draw it on a sheet of note-paper?—Yes.

7278. Now, originally in your Department the results system was applied in all its strictness, was it not?—In all its strictness, yes.

7279. I think your Department was the first Department in which it was applied, was it not?—Yes. Captain W. de W. Abney, C.B., F.R.S.

7280. I find in a paper by Sir Joshua Fitch that he says that generally the system was attributed to Mr. Lowe, but that in fact it was recommended by the Newcastle Commission of 1858; and that then it was applied in your Department in 1859?—That is so; but Mr. Lowe really was responsible for it.

7281. Since then, within later years, you found it convenient to change that system?—Entirely to change the system, yes.

7282. Perhaps you would state shortly the present system of grants?—We must divide our present system of grants into two parts. I am speaking of science now.

7283. Yes; science only?—There is one part of our grant which is applied really you might say to the adult education, and that part goes to encourage science and art classes that are held principally in the evening. The other part of our grant, you may say, applies for the continuation of education, the secondary education, of schoolboys, and as a matter of fact the grants which we make between the two are about half-and-half. For the day schools—you might say that they are nearly all what are called schools of science—or at all events a large part of them are schools of science, there is a very liberal curriculum set down, part of which must be literary education, whilst the other part is devoted to scientific education. For instance, we insist that about eight hours scientific instruction per week, five hours mathematical instruction, and about eight hours literary instruction per week must be given, in order to enable them to become schools of science. We insist very strongly that the general education of the boy shall not be neglected, but that literature must be an essential part of his education. But under the terms on which we get our grants we are only entitled to pay grants on science and art, and, therefore, you may take it that the literary education which is insisted upon, is what you may call a qualifying education, and that if they do not satisfy us in that qualifying education, we do not give them grants.

7284. It is a condition for the admission of the school to the benefit of the grant, I suppose?—Quite so. That refers to the main part of our day schools. I will now come to the evening classes. In them we have now instituted what we call an attendance grant; we pay by attendances, and there is a varying rate. For instance, taking the elementary stages of our subjects, the rate varies for theoretical work from 2*d.* to 6*d.*; it may be anything between 2*d.* and

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6*d.*; and in the advanced stages it may be anything between 4*d.* and 1*s.* 4*d.*, per attendance. The rate is dependent upon four factors. First of all, the buildings must be suitable; secondly, the equipment for teaching must be suitable; and, thirdly, the staff must be sufficient; and fourthly, the teaching must be efficient as reported by the inspector. That is one of the conditions for earning the minimum grant, and also for getting a higher rate than the minimum. But besides that, the success of the class as a whole, not as individuals, but of the class as a whole, in the examination, is taken into account.

7285. The success at the examination?—Not individual success.

7286. The success of the class?—The success of the class as a whole is taken into account, but that is only one of the factors. Equal weight is given to the inspector's report, and to the success in examinations. As a rule a good school will get in the elementary stage a fourpenny rate; a very excellent school of course gets the full rate; an inefficient school—not an absolutely inefficient school, because of course we should give such a school nothing—but a school only moderately efficient would get a twopenny rate. We distinctly recognise the fact that the rates are based not only on the general results of the school, but also upon the inspector's report, which we hold to be a very important factor.

7287. I need not ask you whether that change from the former system, which was based entirely upon results fees, was made after great consideration and with the experience of this great Department of the working of the former system for a great number of years?—It was; it had very anxious consideration for several years. The new system in the short time it has been at work has been most satisfactory. It has brightened the schools up; the inspector is looked upon as their friend, instead of as a bogey, which sometimes used to be the case when his pretty nearly sole duty was to look out for irregularities; but now I may say that the inspector is looked upon as a friend to consult, and his advice is taken, and the consequence is that there is but little friction.

7288. And friction is not observed to any substantial amount between the Departments and the various schools that are inspected?—No.

7289. In reference to the amount of the grant; we had some of the particulars here upon a former day, and I calculated that not more than one-fiftieth of the grant was earned in Ireland?—I think that is so; I think I gave that in my memorandum—the amount earned in Ireland.

7290. It is roughly about one-fiftieth?—It is ridiculously small.

7291. Of course, we ought to earn at least one-twenty-fifth, taking the ordinary figures spoken of in questions of taxation?—My contention is that you ought to earn one-eighth.

7292. I should be very glad if we could, and I want to lead up to such changes as will result in that?—That is my contention, and I may say for the information of the Commission that some two years ago I prepared a report for My Lords in which I showed the amount that ought to be paid to Ireland for science and art education, and I made a proposition that this money should be obtained if possible from the Treasury, and that it should be expended in starting schools of science on a plan which I thought out. I feel very strongly that Ireland is not getting its full share of the Imperial funds which it ought to get. I may say, that Ireland has lagged behind, owing to various circumstances, in science education.

7293. And we are now trying to do the best we can, without regard to the past, to see how it can be improved for the future?—Quite so.

7294. You are aware that under our Act as at present framed we are not at liberty to act upon the report of the inspectors of your Department or to take it into account at all?—I am.

7295. Either in regard to results fees or exhibitions?—I am.

7296. If there were an alteration in the Act such as I suggest, it would be competent for the Board with the consent of the Lord Lieutenant to make changes in our Rules which would enable us to act upon the report of your inspectors?—Quite so.

7297. Now having regard to the extent of your Department, the enormous number of schools that are examined, especially in England, in connection with it, and the great experience that the Department necessarily must have by the inspection of such a vast number of schools, do you consider that it would be to the advantage of education in Ireland that in respect of science matters we should be able to avail ourselves of the reports of your inspectors?—I do; I do decidedly.

7298. There is great difficulty, as far as we ourselves are concerned, in having practical examinations in the schools?—Yes.

7299. Having a second examination, I mean an examination in addition to that of your Department, would involve a vast amount of expense; is not that so—an examination by us? I mean, that supposing our holding a practical examination in science, wholly distinct from yours, as carried on at nearly 400 different places, would necessarily involve a good deal of expense?—A great deal of expense.

7299A. Would you see the slightest object in our incurring that expense having regard to the inspection of your Department, of which *ex hypothesi* we would have the benefit?—I do not see that it would be of the least use to incur such an expense.

7300. In addition to that do you consider that it would be a disadvantage that students should be subjected to the annoyance of two separate examinations, or two separate inspections, in respect of the same subject matter for the same purpose?—I think it would be most invidious to have the two.

7301. And in addition to that, human nature always will be human nature, and there might be differences between the reports of the two bodies?—Quite so. I should like to call the attention of the Commission to Clause 7 of our Science and Art Directory, which it seems to me indicates a way by which the Science and Art Department, however constituted for Ireland, would be able to co-operate with the Intermediate Board.

7302. Yes?—If you will allow me to read Clause 7:—"In counties and county boroughs in England which possess an organisation for the promotion of secondary education, such organisation if recognised by the Department may notify its willingness to be responsible to the Department for Science and Art instruction within its area. In such case grants will in general be made to the managers of new schools and classes, only if they are acting in unison with such organisation. The rights of the managers of existing schools and classes will not be interfered with; and Town Councils and School Boards which are managers of schools receiving Science and Art grants will not be debarred from establishing in their districts additional schools where necessary. In Wales the Intermediate education authority is for this purpose regarded as the authority for the promotion of secondary education." It seems to me that with a certain amount of reform in the procedure of the Intermediate Board in Ireland it would be the organisation for all secondary education. By that means the two would co-operate, and there would be no occasion for any separate examination. They would be working hand in hand.

7303. I think I may say for myself that I should be delighted if we had the power, and I hope we shall obtain the power to have an amalgamation in that way. It appears to me to be absolutely essential that

the two bodies should be able to work together?—I may say that I happened to be secretary to the committee which drew up this revised directory, and there was a great difficulty found in regard to Ireland. It was not felt that under the Intermediate Education Act the Intermediate Board could be said to be the "organisation for secondary education" which was contemplated.

7304. I think you are right. It would not be the "organisation for secondary education" without a change in the Act, but it can be made so by rules if we obtain the power to make those rules under the Act?—Quite so; that is my point. It seems to me that we should only have to add three words here in this clause so that it should read, "In Wales and in Ireland the Intermediate education authority is for this purpose to be regarded as the authority for the promotion of secondary education."

7305. Yes; if we once had the power by Act of Parliament there would be no difficulty at all in carrying it out. It would be a mere matter of arrangement as to the rules?—Quite so.

7306. There is one matter that occurred to me as a difficulty; it is one that probably could be obviated. It is that a number of the Intermediate schools in this country—indeed the greater number—are schools that are worked for private profit?—But this takes the wind out of the sails of that difficulty.

7307. Does it? It would not apply then?—No; directly you take control of a school it is yours. We have nothing more to do with it.

7308. And as we do not work for profit the rules would be complied with?—You would be our Committee of Management, if I may put it in that way. That, I believe, would take away any difficulty.

7309. You have pointed out, that the Science and Art instruction is to a certain extent handicapped by our programme?—It is.

7310. Now assume that we had full powers by Act of Parliament, and that we were able to co-operate with your Board and to obtain the grants under your Board?—Yes.

7311. And to act upon the report of your inspectors?—Yes.

7312. What would you suggest that we should then do in reference to the science and commercial courses?—Do you mean———

7313. Would you suggest that we should have two different courses, one you may call a grammar school course, and the other a course to be called a modern course or a modern side course?—I should, undoubtedly. Of course, I am not one of those who think that science is everything. You must prepare for the industries of your country; you must give scientific instruction, and commercial instruction—and commercial instruction is one that is very sadly wanted. Then, of course, you have got a third, which is more for the better class pupils, what I should call a classical instruction.

7314. Then you would have three courses?—I would have three courses.

7315. Kindly state them again?—I would have, roughly speaking, technical instruction, commercial instruction, and grammar school instruction.

7316. That quite coincides with my view. I suppose I may say that as long as we cannot, in awarding exhibitions, take into consideration practical work done in the laboratory, we cannot ensure satisfactory teaching of practical science subjects?—You cannot.

7317. At present we cannot?—I know you cannot.

7318. It is possible that we may hereafter obtain powers to do it, but it is in reference to the necessity of obtaining those powers that I ask the question. I shall repeat it again. Do you think that as long as in awarding exhibitions, we are unable to take into consideration the practical work done in the laboratory by students, we can ensure satisfactory teaching of these science subjects?—You cannot ensure it, but I should like to add one word about that. It is the interpretation of the word examination.

7319. What do you wish to say about the examination; it is a subject that I am anxious about?—You mean, of course, by "examination," a paper examination.

7320. That is what I mean?—That is, according to your Act; you must have a written examination.

7321. It is not mentioned by words in the Act, but having regard to the immense number of centres where we are obliged to hold the examinations, we find it practically impossible in practice in a competitive examination to have anything else but a written examination?—Yes. I should like before I finish to give you my idea of when examination should take place and when it should not take place.

7322. Will you kindly tell us now?—I am fully impressed with the idea that no written examinations should be held for elementary work in science. I am of opinion that science instruction is handicapped to a very large extent by such examination. But directly you come to the more advanced work, that is to say, after a student has been at work in science for a couple of years, it is necessary not only to have inspection but also examination, because by that time his general education will be advanced sufficiently to enable him to express his thoughts properly; and in the second place, it is almost impossible for an inspector to find out really the exact amount of knowledge that each student has gained. Therefore, I should divide it into two: for elementary science I would have inspection pure and simple, but for advanced science I would have inspection plus examination. I do not think you can do without examination for advanced science.

7323. That would be written examination?—Written examination and practical examination as well.

7324. The practical examination would take place at the inspection?—At the inspection, quite so. I am fully convinced that except in mathematics, if you like to call that science, no science instruction is sound unless you have practical work.

7325. Because it can be learned off by heart?—It is simply cram.

7326. Would you be able in a rough way to draw the line applicable to our system where you would consider that elementary science ceased and more advanced science commenced? Would you suggest that in our Junior grade, that is for all children under 16 years of age, there should be nothing but inspection?—Under 15 I should put it; under 15, inspection; and over 15, inspection plus examination. Of course, as I have said in my memorandum, I think you have got too many grades.

7327. I have that on my paper to ask you about. You think there ought only to be two grades?—I should prefer two; three is not very objectionable, but two is much better than three.

7328. And you object very much to four?—I object very much to four.

7329. Over how many years do you think the course of instruction should extend?—Four years.

7330. Then there would be four grades?—No; two grades.

7331. I mean there would be four years and two examinations?—Yes, four years and two examinations.

7332. In other words, at the end of every second year?—Every second year.

7333. Then it would be four years' instruction?—Yes.

7334. For the two first years' instruction there would be inspection only?—Inspection only.

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7335. For the third and fourth years there would be inspection, and written examination at the end of each?—Yes; written and practical examination.

7336. And then when you had the examination in the two latter years I gather from your memorandum that you are of opinion that the results fees should be paid on the general performance of the scholars as a whole and the efficient management of the school?—Yes.

7337. And not as we pay at present, upon individual results?—The system of paying upon individual results is bad.

7338. You mention in your memorandum that you think we ought to permit students to specialise at an earlier age than is possible under our present system?—Yes, I think so.

7339. You would contemplate from the commencement; that there would be three divisions in our system, the three that you have mentioned?—Yes.

7340. And that to a certain extent would mean the specialisation. Would you carry on the specialisation to any greater degree during our course?—The main branching off where specialisation should begin, I think, after the second year. The first two years ought to be general education. The knowledge of a certain amount of elementary science will do nobody any harm, but always a great deal of good, particularly when it is carried out practically, because after all is said and done, you are educating not only the memory but the eye and the hand at the same time, and I do not think there is anything so good educationally as science and art.

7341. Then you think that practical science ought to be made compulsory for all during the first two years?—I do, yes.

7342. Now taking the correlative position, you would not consider it necessary that the classical course such as Greek and Latin, should be compulsory for all during the first two years?—Certainly not.

7343. You think that a modern language should be taken up even within the first two years?—Certainly.

7344. It is of great importance in the study of natural sciences, to be able to read with facility either French or German or perhaps both French and German, for the purpose of obtaining the advantages of all the books that are published in those languages?—Quite so, and particularly German.

7345. There is one other matter I wish to call your attention to, as I think it is rather a misapprehension in your paper?—I should like to say, that I did not see my paper in proof, and I have noticed one or two slight errors.

7346. Probably you would not be able to know this, unless I referred you to certain figures. It is in reference to expenditure on examinations. You are aware that the expenses of our examinations is thirty shillings a head, roughly?—I think I put it at £3.

7347. No; you put it at 30*s.* which is quite right?—Oh, did I?

7348. Your figures are perfectly correct, and I want to give you an explanation of them?—I have got the figures, yes.

7349. The expenditure on our examinations is 30*s.* a head on those examined?—Yes.

7350. In South Kensington or under your Department, it is only, I think, 3*s.* 6*d.* a head?—I think that is the case.

7351. And that is a very startling difference?—Yes, it is.

7352. Which requires to be accounted for, I think?—Yes.

7353. Now according to your system, the expense at centres, that is of the halls for the examinations and of superintendents to supervise the students while they are under examination and prevent them communicating with each other, is borne by the local centre under your system?—No, not altogether; one half is borne by us, and one-half by the local centre.

7354. Under our system the entire is obliged to be borne by us, and that amounts to £5,152. The figures are given in our report. The total amount that we spend on these examinations is £13,302?—Yes.

7355. Of which £2,600 should be deducted at once for that. Now I see by reference to your reports, the 45th Report, if you look at page 10 in italics, the average of papers that are taken by each student, would vary from about 1·5 to 2 papers?—Yes, I think that is about right.

7356. What length of examination in hours would be covered by each paper. Is it an examination of three hours, or of how many hours?—Either three hours or four hours.

7357. Under our system, as it is not confined to science subjects alone, we are obliged to examine in a great number of subjects, I have had a list made of the average number of papers taken by each of our students, and I find that eighty-seven papers, each being a three hours' paper, are taken by every ten students; that is 8·7 each?—Those are very startling statistics.

7358. Very startling?—And it makes the case worse than I thought.

7359. I am very anxious to bring all our bad actions before you?—We limit our subjects.

7360. Just wait for a moment. Here is a printed statement made with a view of determining the number of examiners appointed in the year 1898, and you see in it the number of students that have given notice of their intention to present themselves for examination in each subject (*handing document to witness*)?—May I keep this?

7361. Yes?—I should like very much to keep it.

7362. In each of three of those subjects—English, Greek, and Latin—there are two papers; each subject occupies an entire day?—Yes.

7363. In each of the other subjects there is only one paper. If you would like to see the particulars of the number of papers, I have totted them up myself; and you will see the result at the end?—Yes; 85,921.

7364. And you see there that I have brought it out that it averages 8·7 papers to each student?—Yes.

7364*a*. You see that that accounts then for the enormous expense of these examinations. Comparing it with yours it would be something less. If we reduce the expenditure in the proportion that 8·7 bears to 1·5 the amount per head with us would be less.

Dr. BARKLEY.—It brings it down to about 5*s.*

7365. CHAIRMAN.—To about 4*s.* You first have to deduct £2,600, which leaves £10,700. Reducing this in the proportion of 8·7 to 1·5, we have £1,840 for 9,073 students, or about 4*s.* per student. It practically accounts for the difference?—Yes; I see the point.

7366. Now, I should be glad, as I have brought that matter before you, and as you say that it makes the matter worse than you thought—I should be glad to have any observations you wish to make upon it, because it may show additional errors in our system. Do you think that we examine in too many subjects?—I do.

7367. I am glad to hear it?—I do. We have limited our subjects to two.

7368. What would you propose that we should do in reference to science subjects, bearing in mind that, of course, we must also have examinations in English and in a modern language, and matters of that description?—I should limit it to two plus mathematics. I would not allow anything more than that to be taken each year.

7369. Dr. BARKLEY.—Two subjects?—Two subjects.

7370. CHAIRMAN.—In science?—In science.

7371. In addition to mathematics?—In addition to mathematics. That is an ordinary school.

7372. You would be in favour of mathematics going *pari passu* with science?—Oh, yes. I am not

perfectly in agreement with the programme of the Board in regard to mathematics.

7373. We should be glad to hear you upon that?—I should take mathematics more as a whole than as separating it into separate compartments. I think it is better to mix them more together.

7374. We shall take it then in the first grade in which mathematics is taught; would you have one paper for geometry and algebra together?—Yes, I should.

7375. Instead of having them separate?—Instead of having them separate. I should allow a pass in the amalgamated groups instead of making them pass in each particular one,

7376. Both of these branches of mathematics tend to the same end, and we should reach the same end in requiring an examination in the conjoint subjects, you mean?—Quite so.

7377. You are aware that by our Act, arithmetic and bookkeeping are to be taken as part of the subject of mathematics. I suppose you hardly agree with that as a matter of theory?—No, I do not.

7378. You would think that the examination in arithmetic and bookkeeping should be kept distinct?—Yes.

7379. I do not know that I have anything else to ask you about. Is there anything you wish to mention in reference to your paper? I have not asked you as to the general principles of that paper because we have considered those very carefully?—I should like to reserve anything I may have to add.

Mr. Justice MADDEN.—I have read your papers with great care, and these papers and your examination have put me fully in possession of your views, so that unless some topic occurs during your examination by other members of the Commission, I have nothing to ask you. I am fully in possession of your views upon one of the most important branches of our inquiry.

7380. O'CONOR DON.—I have only one question to ask. I did not quite understand your answer to the Chief Baron about confining the examination to two subjects in addition to mathematics?—Subjects of science.

7381. Oh, in science; nothing but science?—Yes.

7382. Rev. Dr. SALMON.—You speak of science in addition to mathematics; I always thought mathematics was science?—I am putting it on one side for this reason, I think mathematics has always been taught in schools; science is, what you may call, the innovation, and I look upon mathematics as a foundation of everything; you cannot do any science without mathematics.

7383. You mean science in the sense of natural sciences and applied sciences?—Yes.

7384. Most Rev. Dr. WALSH.—Following up the Provost's point, "science," as the word occurs in the title of your "Science and Art" Department, includes mathematics, does it not?—Yes, and we pay for it.

7385. O'CONOR DON.—I understood you, in answer to a question by the Chief Baron, to criticise our system in consequence of the very large number of subjects with which we dealt?—8·7?

7386 Yes?—I say that the number of papers to be taken in the examination is very large.

7387. How do you propose to deal with them?—I should deal with them principally by inspection.

7388. And have no examination in those subjects?—In some of the subjects you probably would not examine every year in.

7389. What would be the subjects. Have you considered that at all?—That is another point that I want to bring before the Commission presently regarding the different subjects that might be encouraged.

7390. You have given us to understand that you consider that we examine in too many subjects, and I should like to know what are the subjects we ought in your opinion to omit?—It is only news to me at the present moment that this great number of subjects was examined in.

7391. Then you are not in a position to state?—I am not in a position to state.

Rev. Dr. SALMON.—I do not know whether you understand that it is not expected that every boy should answer in all the subjects. We have a number of boys destined for different careers, and we must have some subjects for one and some subjects for another.

CHAIRMAN.—Those on the paper I have given Captain Abney are the subjects actually taken by the various students for the year 1898; it is not the programme that I have given Captain Abney.

7392. O'CONOR DON.—I understand that quite thoroughly?—I have got nothing to say about the programme; it was only the number of subjects per head.

7393. You see we have endeavoured to limit the number of subjects that a student can take up by limiting the number of marks that he can go in for?—Yes.

7394. No student can take subjects the marks in which exceed a certain number?—Yes, I know.

7395. In what other way do you think we could limit the number of subjects taken up by students where the programme is such a very large one, for instance to suit boys going in for every sort of career?—Will you allow me to say that I had reference principally to the technical side.

7396. Yes?—As a representative of the Science and Art Department I think that I am entitled to speak with some amount of knowledge regarding the technical side. I do not wish to put myself in the wrong at all by treating of any other side. As far as the technical side goes I would limit it to two besides mathematics.

7397. You do not wish to go beyond that?—No Another point is this, that I think that in some things your programme is too limited. I do not find that there is a single subject really for boys which benefits agriculture, there is no botany for boys. Well, of course, practical botany together with chemistry is really the foundation of scientific agriculture. I should like to see botany introduced into the programme—not for girls only, you have got it for girls, but you have not got it for boys—agriculture being one of the chief Irish industries.

7398. Is it not almost essential that in botany the examination should be something more than an examination by written papers?—Yes, quite so—a practical examination; I mention the word "practical" particularly.

7399. Therefore our system under which we are bound to a written examination is quite inconsistent with any practical examination in botany?—Practical examination, yes.

7400. CHAIRMAN.—We shall have to have the system altered by Parliament?—And again I am so unorthodox as to think that natural philosophy is much better divided up into its different branches. Natural philosophy, of course, covers the whole of physical science really. I should like to see natural philosophy divided up into its component parts; one part of it would be applicable to one industry, and another part to another industry. For instance, we have got electricity and magnetism applicable for students going in for electrical engineering, and heat for those intended for another branch of engineering.

7401. O'CONOR DON.—Are not these proposals rather in the direction of increasing our subjects instead of decreasing them?—They are available subjects, not the subjects per student.

7402. CHAIRMAN.—Students would have the alternative of taking up one of three or four different branches?—Yes. It seems to me that the way out of a great deal of the difficulties would be achieved if Clause 7 in the Directory could come into operation.

7403. And if that cannot come into operation without an amendment of our Act I suppose you see no hope out of this desert except by some amendment of

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the Act?—I really do not. I think you had almost better give up teaching science altogether than not have practical work, and I do not see how you can have practical work under the Act as it stands at present.

7404. Mr. Justice MADDEN.—You cannot have practical work without some system of inspection?—That is so.

7405. O'CONOR DON.—Just one other question. Perhaps you are not aware, unless from the Chief Baron's questions, that we are not entitled to make any charge to any of the localities that ask for a centre for the expense of establishing a centre there. Would you think it desirable that we should have the power, if persons in a small place without many students apply to us for a centre, of offering them a centre upon condition of their paying the expenses of a superintendent?—I think that the voluntary superintendents would be quite sufficient to expect them to give; I think you might expect voluntary superintendents in the locality.

7406. Who would not be paid?—Not to be paid.

7407. CHAIRMAN.—They would provide trustworthy inspectors upon whose report we could act?—I think that would meet the case—the same as we do in our small centres.

Rev. Dr. SALMON.—I am afraid that for a competitive examination that would not be satisfactory.

7408. O'CONOR DON.—I am afraid that the confidence of the public might be shaken if the inspector belonged to the locality?—The inspector?

The superintendent. If the superintendent was a local man, and probably interested in the school, the public confidence in his impartiality might be impaired.

7409. Mr. Justice MADDEN.—He would not examine them?—In the Committee on Science and Art Grants I may say that we had the opinion very strongly expressed that as far as possible all examinations ought to be held by special local secretaries—which is a term we have—examination secretaries—and under a Treasury regulation we were entitled to give one-half the expense, the local centre finding the other half. Now, I think that in Ireland—and I know the circumstances of Ireland pretty well—I think it would be quite fair if you had a special local secretary. You might pay him his fee for superintending, send somebody down to superintend, and at the same time require the locality to supply the other superintendents. That would be local effort on their part. We have always treated Ireland with very great consideration in regard to local effort. We know the circumstances of Ireland, and we know it is impossible to get subscriptions. We have considered what could best be done, and we have always treated Ireland as well as we possibly could.

7410. Dr. BARKLEY.—With reference to the number of papers, I think you will see that that is the necessary result of our system, which requires four subjects, at least, to be taken by each candidate, of which English must be one, a foreign language another, either ancient or modern—it does not matter which—and a mathematical subject is a third?—I can quite believe that it is due to the necessities caused by the Act; I have not the slightest doubt about that.

7411. But your scheme on page 370 of the Appendix proposes a considerable number of compulsory subjects, and if we had an examination in all those subjects it would necessarily involve a considerable number of papers being taken by each candidate?—Oh, yes. It is roughly divided into two parts. One is English, of course.

7412. If you take the compulsory subjects alone, you will see that there would be a considerable number of papers to which would be added any papers in optional subjects?—If you examined in them I quite agree. It is a system of inspection I am in hopes of.

7413. That is the result of the system established for us by Act of Parliament?—Exactly; I know you cannot help it.

7414. As regards the results of that system, you think in this paper that it diverts the attention of the teacher from the average pupils. As the average pupil is expected to pass the examination, and as results are paid on the average pupil, is it not the interest of the teacher that the average pupil should be well prepared?—Of course it is to the advantage of the teacher. If he can devote his time to the average pupil so much the better, of course. But if he has got some exceptionally brilliant pupils he is much more likely to pay all his attention to those pupils than to the average pupils.

7415. His results depend not merely on the success of the brilliant pupils, but on the success of a larger number of average pupils passing?—That is quite true, but you can coach, as a university man will tell you, you can coach a fewer number with very much greater success than you can coach a larger number.

7416. But it is of much greater advantage to get the results distributed over a large number than to get even larger individual results upon a smaller number?—It is less troublesome, you know, to coach the smaller number.

7417. The larger number of successful candidates increases the amount gained by the school?—Yes. But we found in our results system that the tendency was to neglect all those who were not up to the mark, and to pay all the attention to those who were above that level.

7418. While that might apply to pupils who had no chance or hardly any chance of passing, you will see that if the pupils were sufficiently near the average to have at least a fair chance of passing, it is the interest of the teacher to give them such instruction as will enable them to pass?—Of course, I may have misinterpreted the regulation, but it seemed to me that a brilliant pupil brought more grist to the mill or to the school if he passed brilliantly than if it was a mere pass.

7419. He brings more as an individual?—And more credit.

7420. Credit is another thing. But if you take simply the money earned, the individual brilliant boy brings more money than the merely average pupil, but still if twenty average pupils pass there will be larger results gained for the school than if it passed two brilliant boys and none of the average students?—I will take it from you that it is so.

7421. You refer to our system having caused the virtual abandonment of science subjects in the Intermediate schools of Ireland. In what way has it had that effect?—It has has had that effect because your marks are so low for science subjects that you do not encourage them; it pays better to take up any other subject than science.

7422. The marks in chemistry, for instance, are 500?—Yes; most inadequate.

7423. Compare 500 marks in chemistry with 500 marks for Italian or 700 for French; is the amount really so very disproportionate?—I think it is.

7424. Compared with 1,200 for Latin?—It is very disproportionate.

7425. Of course, a great deal depends upon the extent of the course. If the course in chemistry for a particular grade is not a very long one, is not the amount of work required during a year small compared with the amount of work required in preparing a language?—I think you are looking at the matter from a different point of view to myself. I look upon chemistry as a preparation for work in after-life, and if you discourage the teaching of chemistry by under-marking it, and so prevent teachers teaching it, I say you are doing distinct harm to education, quite without reference to the difficulty of the subject.

7426. I do not think the Board ever had the idea of discouraging the teaching of science. The question is whether the marks are disproportionate to the amount of work required by the courses prescribed?—I must beg leave to state distinctly that I do not look

upon it in that way. I look upon it from the utilitarian point of view. It is not a question of how much work it requires to become a chemist; some will become chemists in a couple of years; some it will take ten years, and some never will become chemists. But the thing is this—if you, practically speaking, ostracise the study of chemistry from your schools you are doing a grievous injury to the population.

7427. The point I want to get at is in what way we have ostracised the study of chemistry; it certainly never was our intention to do so?—Because you make it more profitable for the teacher, by the number of marks you give, to teach Latin instead of teaching chemistry.

7428. Mr. Justice MADDEN.—He has not the alternative of earning money by teaching what you call science?—You do not give him the alternative.

7429. Most Rev. Dr. WALSH.—On equal terms?—On equal terms. I do not want anything more than equal terms.

7430. You would give the boy or the master the alternative of taking the grammar school education or the scientific education?—Yes.

7431. Mr. Justice MADDEN.—But you want to make it equally profitable for the schoolmaster?—Yes; I do not wish anything more than that.

Mr. Justice MADDEN.—As a strong advocate of a grammar school education I do not see anything to object to in that.

7432. Most Rev. Dr. WALSH.—There is remarkable evidence that in Prussia the establishment of Realschulen has developed grammar school education in the Gymnasia?—I should like to say this—that the Charity Commissioners in England have recognised the fact, and now in every new scheme, I believe, that they make for grammar schools one of the conditions is that they shall be in connection with the Science and Art Department, and earn grants under the Science and Art Department. I repeat that it is by the under-marking of science subjects that science teaching has been, practically speaking, ostracised.

7433. Rev. Dr. TODD MARTIN.—Is it not strange then that almost all the science teaching under your care in Ireland is in connection with schools under this Board?—Very likely, because it pays better; even as it is it pays better. But what I want to see is that it shall not pay better; that you shall be the distributors of all grants for education.

7434. Dr. BARKLEY.—We had a practical teacher before us the other day who proposed some addition to the marks in chemistry and natural philosophy, but his proposal was simply that 100 marks should be added under each head, so as to make the two subjects when put together equal to Greek or Latin—not doubling the marks, but simply adding one-fifth to the present total, so that they would have 600 marks each, and if you put the two together they would equal Greek or Latin. He seemed to think that that would be a sufficient encouragement to send boys in under those heads?—I can only give my own personal opinion. I do not myself think it is sufficient.

7435. A great deal depends upon the amount of science that can be taught in secondary schools. You say yourself that in the first year it would be simply elementary science, and afterwards more advanced. Would the amount of labour and of time given to the learning of elementary science in the first two years compare with the amount that must be given to the study of a language like Latin?—Certainly; it would require a great deal more. A teacher has a good deal more to do in teaching science than he has in teaching Latin. He has got to prepare his lectures; he has got to look over notes; he has got no end of little details to do when he is teaching science if he is a good teacher. It is not only the hour during which he gives his lecture or has the class to instruct; that is only a very small part of the work that a teacher has to do in teaching science. There is the devising of experiments to show his class, the preparation of experiments for the class to do, looking over the notes that are made. All of these take up an immense amount of time—a great deal more time that is taken up in a lecture or the hour of instruction in Latin or Greek. I do not think there is any comparison between the two.

7436. That is looking at it from the teacher's side?—I am looking at it from the teacher's side.

7437. Looking at it from the side of the pupil who is being prepared for the examination, the time that he gives to Latin is not the time he is occupied at school; he has to prepare lessons out of school so as to be ready for school work?—So he has in science.

7438. I should think that a pupil would have to give more time in the course of a school year to the study of Latin than he would to the study of a single subject of science?—I do not think so at all. I am not at one with you there at all. It all depends upon your teacher. Of course, if you have got a bad teacher, everything is bad; but if you have got a good teacher who creates enthusiasm in his pupils, as he should do, I say that the time that is passed in learning science is certainly equal to that which would be required to learn Greek or Latin.

7439. What I am not clear about is the amount of science that you would expect a boy to have learned at the end of a secondary school course, assuming that he has not been giving his attention wholly to science but also to other subjects, and is preparing to enter a university or a science college, and that he intends to pursue the subject further?—Yes. I think that it is pretty well defined in the Science and Art Directory as to the amount of science we should expect at the end of the fourth year.

7440. There is just one other point I wish to ask about. Your scheme provides for half-equipment. You can aid a school on condition that local contributions to an equivalent amount are provided. It has been suggested to us that we might provide that equipment, but I am not sure whether your rules would admit of that being regarded as a local contribution?—We should legislate for the necessities of the case. As I say, I think we are all fully aware of the great difficulties that exist in Ireland with regard to local contributions, and I should think we should be only too thankful to get somebody who would take that burden from our shoulders, and if the Intermediate Commission would do that we should be glad.

7441. We could not do it without legislation; the question is whether we should ask for legislation to enable us to do it?—I think it most advisable. A very short Bill would do it.

7442. CHAIRMAN.—You have no doubt that if we got the power there would be no difficulty in your Department and ours coming to terms about it?—I am sure there would not.

7443. Most Rev. Dr. WALSH.—If the Intermediate Education Board were made the local committee of managers by the slight alteration that you suggest in Clause 7, I take it that a grant made by the Board would be treated by your Department as a local contribution?—Yes.

7444. Without any further alteration?—I think you might take it that we should consider it so.

7445. You find a great advantage in the comparative freedom that you enjoy in being able to change from year to year your method of distributing your grants without being obliged to get an Act of Parliament?—Certainly.

7446. Do you think that if you had had to get an Act of Parliament for the very important change that you made a few years ago, you could have made the change at all—the change with reference to the results fees?—I do not think we could.

7447. Your hands would have been completely tied?—I think it would have raised questions.

7448. The result of which would have been that the Bill would have been a contentious Bill, and probably would not have been passed?—Yes.

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7449. And probably would not have been even brought in by the Government, or at all events there would have been very serious difficulty?—Yes.

7450. You recognise then that it is a very serious grievance that we in this country are placed in a position in which it is impossible for us in dealing with the Intermediate education of the country to make any substantial change without going to Parliament?—I do.

7451. A decided grievance?—A decided grievance.

7452. And you would be glad to see that grievance removed?—I should.

7453. In reference to your figures: I should be very sorry if the case you are making for reform rested on figures that were in any way open to question. Will you kindly look at page 370 of your Memorandum. You see that you there contrast two sets of figures—those for the year 1890 and those for the year 1897. You speak of 3,943 candidates as having gone in for the examinations in the first year?—Yes.

7354. Out of whom 3,000 entered for natural philosophy and chemistry?—Yes.

7455. Then in the second year, 1897, the number of candidates rose to 6,661, of whom only 908 took up natural philosophy and chemistry?—Yes.

7456. That represents I think a percentage of about fourteen—that only fourteen per cent., of the candidates who went in took up natural philosophy and chemistry?—Yes.

7457. Now are you aware of the fact that in the interval between 1890 and 1897 a new grade was established—the Preparatory Grade was established in 1892?—That is so; the Preparatory Grade was established, I think, with the advent of the whiskey money.

7458. It was; and some people ask how it was that the whiskey money had the effect of killing science in Ireland?—Yes.

7459. I find that in the year 1897 the number of boys who went in for the Preparatory Grade was 2,427, so that the number of boys in the Junior, Middle, and Senior Grades was only 4,234?—Yes.

7460. Now probably you are not aware that natural philosophy and chemistry cannot be taken up in the Preparatory Grade?—I am aware of that.

7461. You see, then, if we are to establish an exact comparison we should take not 6,661 but 4,234?—Yes.

7462. I have worked this out, and I find that it raises the percentage from 14 to 21·4?—Yes.

7463. I merely wish to have it perfectly accurate. But you consider it, of course, a very serious drawback that the number has fallen from the high percentage of 1890 even to 21·4?—I do.

7464. Another point with reference to the Preparatory Grade. Do you not think it very likely to have the effect of killing out practical science in the schools, or natural philosophy and chemistry, if it is not open to candidates to take up those subjects at the first examination?—Yes, I think it is—if you are going to have examinations.

7465. If we have examinations, yes. Take the facts in this way—up to 1892, when the Preparatory Grade was established, the first examination that a candidate went in for was in the Junior Grade?—Yes.

7466. And it was open to candidates to take up natural philosophy and chemistry?—Yes.

7467. And they did take them up in large numbers, and having taken them up in the Junior Grade, they continued them. Since 1892 it has not been open for them to take them up at their first examination—since the establishment of the Preparatory Grade, which was one of the consequences of the giving of the whiskey money, as we call it?—Yes.

7468. You do not propose the abolition of examination as a mode of assessing grants to schools. Your present plan in the Science and Art Department is to have a combination of inspection and examination?—Yes.

7469. The heads of some of our larger schools seem to be very much opposed to the introduction of inspection, and they seemed to be influenced by this consideration, that if you introduce the element of inspection, the tendency of the inspectors will be to give the maximum—the highest—report to all schools, so that the really good schools will lose the advantage which they have at present under a system of mere examination. Is it your experience that the inspectors of your Department do not really look to the grading of the different schools?—Not at all; that is not the case.

7470. As a matter of fact, in your system the grants are graded in reference to the relative efficiency of the schools?—They are, completely.

7471. Mr. Justice MADDEN.—You do not regard that as a practical difficulty?—Not at all.

7472. Most Rev. Dr. WALSH.—But you can quite understand that schools which are under the apprehension that it is a real difficulty would naturally form an unfavourable view of the introduction of inspection?—I quite understand that, as they did in England.

7473. But in England the difficulty has melted away in the face of actual facts?—It has melted away in the face of actual facts.

7474. Now there is only one other question I have to ask you. It is as to some questions which, as a member of another Commission, I put to Dr. Gladstone. You will recognise him as an eminent authority in reference to science, and I wish merely to ask you how far you agree with his view. One question was this (I am reading it from the Blue Book): "Kindly tell us what advice you would give us in connection with the introduction of the teaching of science into schools; if you considered that the plan we had in view was one that would leave it perfectly optional to the teachers to teach science exclusively out of books, without either performing an experiment or having an experiment performed, from the beginning to the end, or without letting the pupils ever see anything connected with physical science, except, possibly a text-book, would you advise us to go on, or would you seek to dissuade us?" His answer was, "I think I would dissuade you; I think you ought to go to better things." You concur in that?—Quite.

7475. I then asked, "Suppose, moreover, that our contemplated system was to be one in which the result of the teaching, or so-called teaching, of science, was to be tested only by an examination, conducted exclusively in writing, and conducted on such lines that a boy might get the highest possible marks who had never performed an experiment or seen an experiment performed, or had never seen any scientific apparatus, even of the most rudimentary kind;" and he said, "I should say you ought to protest against that system." You concur in that?—Quite.

7476. My last question was—"And you would probably add that the less you had of it in a country the better, in the interests of science," and he said, "Yes." You concur in that?—Quite.

7477. Rev. Dr. SALMON.—I think there are just one or two words I would like to say, first as to the exclusion of what you call science from the Preparatory Grade, which chiefly arose from this, that we thought that all the sciences should be based upon a certain elementary education. For instance, what good would a man do about chemistry if he did not know arithmetic. And there are some other branches of mathematics that we think are a necessary preparation for science of all kinds, and we think that we ought to see that they learn those before they specialise themselves to particular work. Then there is another thing, that I think education ought to require some attention on the part of those who receive it. There are a number of boys who for play like very well to see an experiment and hear some general principles. It is very well they should get those general principles, but if it is assumed to be a permanent part of their

education, well I do not think it would be education in the real sense of the word. There is another thing that I think ought to be borne in mind as to the neglect of these subjects in the schools. I suppose I misunderstood you to say that chemistry was a subject which was necessary for every man for his work in the world?—I did not say that at all.

7478. That of course is very limited. In Ireland of the number of people that choose subjects that will fit them for the work they are most likely to do in life, chemistry is a subject that will apply to very few. At present chemistry can do very little to enable an Irishman to earn his bread, but a knowledge of languages is very important. Those are things that it seems to me ought to be borne in mind?—Yes, but on the other hand, of course, if you have no industry requiring chemistry I think it is the business of the education of the country to make that industry by preparing for it. You cannot get an industry in a country where there is nobody fitted to carry it out. If you have got people fitted to carry it out you may be sure the industry will come. That is one of the first principles of political economy, I should say. Another thing is that if you take Ireland—Dublin particularly ought to shine in the electrical world. I am given to understand that firms, instead of getting their supplies of workpeople from Ireland, go across the water to get them. If you had educated your boys to know something about electricity there would be an opening at once for them in their own country, and it would not have been necessary to get from England the necessary artisans for carrying out this work. You may depend upon it that any species of education will always pay in the long run. It always takes time, but the industry is essentially dependent upon technical education, and if you have not got the technical education you will not have the industry.

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7479. CHAIRMAN.—And when we have the Technical Education Act, as we hope to have from Her Majesty's speech last night, we must have some preliminary education in order to enable students to be able to take advantage of the technical education?—Of course you must. And the first great thing that you want is a supply of teachers.

7480. Rev. Dr. SALMON.—And the first thing you want is the industry?—No; you will get the industry.

7481. Most Rev. Dr. WALSH.—Are you aware that our recent Commission on Practical Instruction in Primary Schools recommended the introduction of elementary science into all our State-aided primary schools?—I am aware of it, and I was grateful to hear it. I have been acquainted with Ireland for many years; I have spent a great deal of my time in Ireland, and I can only say that the question of Irish education has been one of very great interest to me from the very beginning, and I feel very strongly that Ireland has suffered very grievously in regard to scientific education from no fault of its own. I only hope that this Commission will be able to put things on a better basis, and that it will be more satisfactory in the future.

The witness withdrew.

RICHARD BIGGS, LL.D., Headmaster, Portora Royal School, Enniskillen, examined.

7482. CHAIRMAN.—Dr. Biggs, you are Headmaster of Portora Royal School, Enniskillen?—Yes.

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7483. You have been Headmaster of Parsonstown School from 1869 to 1876?—Yes.

7484. Galway Grammar School from 1875 to 1894?—Yes.

7485. And in Enniskillen from 1894?—Yes.

7486. That represents a total educational experience of twenty-nine years?—Yes.

7487. You have been good enough to send us in answer to our circular some very carefully prepared replies to our various questions?—I tried to do so.

7488. You are aware that when we commenced the examination of witnesses upon the 11th of January those replies had not been made public?—Yes.

7489. And could not be made public; to do so then would have been a breach of Parliamentary privilege?—Yes.

7490. Now I am happy to say that since that time they have been published, and therefore ——?—They need no longer be regarded as private.

7491. They have now been published by the Stationery Department, and we are now able to treat them as part of the evidence that has been given here to-day?—Yes.

7492. You have also received a Memorandum of Questions from us in which we said that you would be afforded an opportunity of expressing any opinions that you had formed on such of the questions under the consideration of the Commissioners as may not have been dealt with in the written evidence?—Yes.

7493. As far as I can see all of the questions have been dealt with in your written evidence, but in addition you have been good enough to furnish us with a Memorandum of the 3rd February, 1899, calling attention to some matters more specifically?—Yes; I thought, from your Secretary's letter, that that was the wish of the Commission.

CHAIRMAN.—So it is. Our time is limited and we are anxious to come to the actual point of the controversy. Now, taking this as part of your written evidence, I shall wait until some of my friends have asked you questions in reference to it.

7494. Mr. Justice MADDEN.—One practical question has been brought to a point by the Memorandum that you handed in. In reference to pass and honour students, the Memorandum for the Examination of Witnesses presented this question for consideration—"Should there be the same paper of questions for pass and honour students; if so, ought the pass questions to be distinguished upon the paper." Will you say "No," that is to say, that there should not be the same paper of questions?—I regard it as one of the chief faults of the present system that the two are together.

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7495. The next question raises a practical point, upon which I would be glad of assistance from you? "Is it desirable and practicable that separate examinations should be held for honour and pass students," and your answer is—"Highly desirable and perfectly practicable?"—Yes.

7496. I would be very much obliged to you if you would develop your ideas on that subject. You propose that there should be separate examinations. Do you mean separate examinations held at different times?—No. I should think they might be held at the same time and at the same place.

7497. Would you give us the benefit of your practical experience, and suggest how this suggestion should be carried out?—My general idea is that the system ought to take in every boy that is receiving education in an Intermediate school, that it ought to be available even for the very youngest and the most backward, and that, therefore, papers should be set which would draw into the net all the two-thirds or three-fourths of the boys who are at present left out. It is inevitable under the present circumstances that backward and young boys should be left out; they have no chance whatever. The papers are now entirely honour papers, and it would be absurd to put an ordinary lower class boy to answer them. Therefore, I should think that distinctly easy papers should be set as well as the honour papers, and the choice given either to the masters or to the boys themselves as to which they should enter for. I see that one of the witnesses made an objection to that that it would mean eight grades instead of four—something of that

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kind. It seems to me that it might be very well boiled down into four; and that two sets of pass papers and two sets of honour papers would cover the whole ground sufficiently. In England, for instance, the Oxford and Cambridge Local Examinations have merely two grades, Junior and Senior, and they seem to manage very well. If there were pass papers and honour papers for both of those classes or grades, if you like to call them so, I think it would be sufficient.

7498. Rev. Dr. SALMON.—Do you think it would be practicable for a boy to state, before, whether he would be an honour boy or a pass boy?—You are aware, Mr. Provost, that at the Royal University Matriculation examination two papers are handed out, a pass paper and an honour paper.

7499. Is that the case?—Yes; it is left to the choice of the student.

7500. Mr. Justice MADDEN.—Who will probably act under the advice of his master?—I think it would be well to leave it to the master and let him decide, but not quite so soon as February.

7501. CHAIRMAN. — In May? — That would be better.

7502. Mr. Justice MADDEN.—A witness who like you has had practical experience of teaching raised a difficulty. He said that though theoretically desirable it would involve a practical difficulty in school teaching, particularly in the smaller schools. At present all the boys are educated with a view to one and the same paper. He said it would be necessary to sub-divide the classes into pass and honour classes, or if it would not be absolutely necessary that the division would tend in that direction, and in classics, for instance, they would prepare the honour boys specially by giving them stiff passages, and that they would have another preparation for the pass boys. Have you considered that difficulty?—Quite.

7503. What is your opinion?—In the first place, we have honour and pass classes for each grade, an "A" division and a "B" division of each form; the "A" division is what you may call the honour division, and the "B" division would be the pass division.

7504. In a school, therefore, like Portora, that difficulty would not arise. But might the difficulty not arise in smaller schools?—It seems to me that it would rather simplify matters even there. There is another point in my evidence with regard to prescribed courses in classics and the age limit. If the prescribed courses were done away with, and if the age limits were done away with for the pass, the classification would rest entirely with the master, and it would greatly simplify his task in arranging the school.

7505. If there were difficulties in carrying out your recommendation, and having separate papers for honour and pass students, would not some of the mischief of the present system to which you have called attention be obviated if a board of examiners were to take care that each paper contained a fair amount of pass questions and that they were placed in such a position at the commencement of the paper as to enable the student to separate them from the honour questions?—Well, it would to some extent, but, I think, only to some extent. For instance, boys are very careless in their reading of directions. I think the Assistant Commissioners would bear me out in that—that all directions have to be printed in the largest possible type, and, even so, it is found difficult to get them followed. For instance, in the subject of English composition, they had, as a last resort, to give a special time for the composition, because the students would not attend to the direction to do the composition first. It would be much less perplexing to have the pass and honour papers separate.

7506. Would you expect the honour boys to answer the pass questions?—It would be a waste of time.

7507. Would there be the time to waste? If you had a separate paper for pass boys and a separate paper for honour boys they should be so framed as to occupy the whole of the time allowed?—For each, exactly so. But if you put them all on one paper the idea would be that honour students should answer them all.

7508. Yes. The suggestion is this—a paper should be given which the best boys might be expected to clear?—Yes.

7509. That the paper should contain a sufficient amount of matter to test your best pupils by?—It seems to me it would be very difficult to set a combined paper that would be fair to both classes of students. First of all, an honour boy should not be asked to trouble his head about working out a number of easy pass questions; secondly, if you have only a portion of the papers for the pass boy it gives the pass boy very little range. If you had separate papers the pass boy would have the whole time before him to try the whole paper, which would be set with a view to his attainments.

7510. Rev. Dr. SALMON.—There would be no objection, would there, to have on the honour paper a small number of questions on elementary principles that a boy ought to know?—I should not object to that, except that the greater includes the less, and that if a boy can answer the honour questions he could answer the pass questions.

7511. I do not know that?—A good examiner will always fall back on elementary matters to some extent. I am glad to see that a number of important witnesses have agreed with me in the matter.

7512. Mr. Justice MADDEN.—Oh, a great many have. There is another point brought into prominence by your second paper, the first paragraph—"The only change of view that further reflection has made is as regards inspection, which I now think should be more restricted—if, indeed, it is desirable at all." Could you give us the grounds of that opinion—I will not say change of opinion, but development of opinion?—You remember what I said?

7513. Yes——"Perhaps, even so," that is, if young and backward pupils were provided for—"examinations might fail to test completely the work of our lower classes, and might with advantage be supplemented by inspection—a power of the Commission which seems to have been atrophied from want of use. I do not at all advocate the *substitution* of inspection for examination, for prizes for the direct award of results fees it would mean the substitution of a variable standard for a fairly even one, and even for the lower forms the stress of the testing should fall on the examinations. But these lower forms may be well taught, and yet the boys, through immaturity, or carelessness, or naughtiness, not do the teacher justice at a written examination, or badly taught with a view to merely passing the examination—a source of error which could be checked by a properly qualified inspector"?—It seemed to me when I came to close quarters with it, and tried to work out how the inspector would test this, in what way he would go to work, and how any sort of uniform standard could be applied to them, in what way he could make his recommendations to the Board, and in what way the Board should act upon his recommendations, I felt that the thing was hopeless.

7514. Your objection to inspection is directed against a system of inspection as the basis of distribution of result fees?—Oh, yes; I am absolutely opposed to that.

7515. I understand, and I will not ask you any further questions on that subject. But, assuming that the payment of results fees to the managers of schools were dependent on the result of a general examination, have you any objection to inspection as a corrective, or check upon the public examination?—Personally we have not the least objection to inspection. I have been under inspection all my life.

7516. I do not mean personal objections ; I mean objections from an educational point of view. I will point my question. Under the existing Act if we examine in practical science, or modern languages, the examination, from practical considerations, must be a written one, it being held at so many centres for about 9,000 students ?—Yes.

7517. I think you will agree with the witnesses who have told us that a written examination cannot effectively test a knowledge of modern languages, or the teaching of modern languages ?—The pronunciation of modern languages.

7518. Yes ?—That is all.

7519. It cannot test whether a modern language has been taught honestly as a living language ?—Well, the first object of learning anything at an Intermediate school is to train the mind. I certainly think that the use of, say, French for training the mind is very great indeed, even without a correct pronunciation. That correct pronunciation would form but a very small portion of the training to be derived from learning a foreign language. Take Latin, for instance. I am told that in some schools French is taught purposely and deliberately to be pronounced English fashion. Now, that is the fashion that has prevailed with regard to Latin. We have been taught from childhood to pronounce Latin English fashion, which nobody dreams to have been the correct pronunciation.

7522. But Latin is a dead language ?—Yes.

7523. And you recognise a difference between a dead language and a spoken language, do you not ?—There is some difference, but for the training of the mind we will get the same kind of benefit from French in a degree as we get from Latin. No doubt to teach French properly a man must have the pronunciation, but there may be a high degree of utility in it even without correct pronunciation as far as training goes—theoretical utility, educational utility.

7524. Do not take me as disputing that in the least. The knowledge of French to which you refer may be of some value, and of some educational value, but is not the mode of teaching it essentially vicious and defective ?—Only so far as regards pronunciation. It would not disqualify students from learning to read or write French or enjoying French newspapers, magazines, novels, or works on science—in either French or German.

7525. But when you learn a living language you learn it not only for the purpose of reading, but for conversational purposes, to make use of it as a living language ?—Only to some extent. What proportion of the boys will ever travel ? and how many of these will not be able to get what they want by asking for it in English ?

7526. Do not take me as at all contesting the proposition. I want to bring your mind to this, that where we pay for teaching a modern language like French or German, may we not reasonably expect it to be taught, not as a dead language, but as a living language, and that we ought not to pay, at all events at the same rate, for teaching French as a dead language as for an honest effort to teach it as a living language. I do not know whether you agree with that or dissent from it ?—When French is taught intelligently, even without proper pronunciation, as it may be, so as to enable a boy to read French literature, surely that is a very large part even of the practical utility.

7527. I have not disputed that it is ?—I agree with you that that there is a still further utility in speaking it

7528. Do you not think that if we are responsible for the Intermediate education of the country we ought to see that the best mode of teaching a living language—some would say the only real or honest mode—is employed in our schools ?—I would consider that the pronunciation really came under the head of technical education to enable a boy to make practical use of it afterwards. But it might be tested if thought worth while by confining a certain number of marks to that point.

7529. With reference to natural sciences, do you agree with the witnesses who have told us as the result of their knowledge of that science that the modes of teaching cannot be effectively tested by written examination ?—I am not an expert on this matter. But opinions seem to differ on the point. I have heard it said by good science teachers that they can easily test by a written examination whether a boy has seen the points and understands the practical difficulties and the devices for avoiding those difficulties.

7530. I am afraid that the examination of a non-expert by a non-expert would not be of much practical use, so I will pass from that subject. With reference to other matters we have had some interesting evidence. Did you read the evidence of Dr. Fitzgerald, the oculist ?—I did, yes.

7531. In which he brought before us the importance of a system of inspection ?—Yes.

7532. With regard to various matters that I may class as hygienic—proper light, ventilation, arrangement of desks, use of properly printed books ?—Yes.

7533. Reasonable hours of recreation, and so forth. Do you attach any value to inspection as a test of the efficiency of a school in those respects ?—Yes, a school inspector could test these things, but as regards hours he might not always get very correct information.

7534. I observe that in this memorandum you say that further reflection has led you to doubt whether inspection is desirable at all. Are you prepared to carry that doubt so far as to discourage us from establishing a system of inspection as a qualifying test imposed upon the managers of schools, in order to entitle them to the receipt of results fees ?—The view of our Schoolmasters' Association was, I think, that the inspection, if it was instituted, should be restricted to such things as you now mention.

7535. Rev. Dr. SALMON.—I have only a couple of questions to ask you. One is with regard to pass and honour papers. I see no difficulty about having two papers in the manner which you suggested, but some persons thought it would be very desirable to have first a pass examination, and then select the best answerers for an honour examination. Would it be practicable, consistently with school management, to have two examinations in the year ?—It would not be easy ; it would not be advisable.

7536. You would not recommend that ?—I think not.

7537. The other question was the very important one, as to *viva voce* examination ?—With regard to the other point may I say one word. Would it not be well to make the schoolmasters themselves the judges of whether the boys were capable of going in for honours or not ?

7538. Do you think that would be sufficient ?—Yes. They have every day experience of the boys' work.

7539. You know we all think that the *viva voce* examination would be a most important addition to our system of examination, but there are practical difficulties. Do you see any way in which we could in the competitive examination introduce *viva voce* questioning—especially considering the number of candidates ?—No, I do not see how it can be introduced consistently with any approach to uniformity of standard. No one seems to suggest that *viva voce* should be applied to anything except modern languages and science.

7540. There are a great many things that I think *viva voce* would be a great advantage to ?—English dictation, perhaps ?

7541. There are half a dozen subjects, or, perhaps, a whole dozen, that I would prefer to have *viva voce* in if

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I could have it?—I will not dispute that; but how it can be done consistently with universal fair play I do not see, considering the large number of centres and students. I do not know whether the Commissioners sufficiently realise the immense amount of labour it would be to examine all these students orally. Of course we can tell by our own experience; for instance, if I wanted to fairly examine a single form orally, it would take a day to do it properly—one form of one school, perhaps, in one subject.

7542. CHAIRMAN.—Then you see there might be a mode of inspection by which all the pupils would not be examined; I mean that the mode of teaching the class might be observed. I myself do not see a way in which all the pupils could be individually examined?—The proposal seems to me to have several objections to it; one is that it would fetter freedom even more than the present system, because the inspector would want to make not only the result attained, but the method of teaching also, agreeable to his notions.

7543. The first idea that the inspector ought to get into his head is that there are a great many more methods of teaching than one, and until he had got that thoroughly fixed in his mind he would do no good?—No.

7544. O'CONOR DON.—I understand you think the present system of payment by results is, on the whole, a good one?—Yes, I do not see that any of the witnesses who object to payment by results have really grappled with the subject, or attempted to tell you exactly what it is that is wrong.

7545. In your opinion it has not any tendency to drive the schools into a common groove, or to unduly affect the individuality of the teacher?—I would not quite say that, for I have a strong opinion myself on the subject of foreign languages, and so far as we have to read the same books at the same time I do think that we are driven into a common groove.

7546. Would you make any suggestion on that point?—Yes, that you should abolish prescribed courses.

7547. Do you extend that to the ancient languages?—Ancient and modern.

7548. You would have no prescribed course in any language?—No, except English. English, of course, stands on a different footing. I refer to foreign languages.

7549. Either ancient or modern?—Either ancient or modern.

7550. How, then, could you have a common examination for all if you had no prescribed course?—Pieces of unprepared translation would be set to everybody.

7551. You would confine the examination altogether to pieces of unprepared translation?—Of course there would be composition, grammatical questions, and history—collaterals—just as before.

7552. But so far as the oral examination is concerned, you would confine it to unseen translations?—Yes.

7553. But outside that have you any objection to a prescribed course?—No, not in other subjects—in mathematics, for instance—you must learn Euclid, algebra, and arithmetic; one cannot complain of courses there.

7554. Then it is the prescribing of certain authors to be got up for a particular year that you object to?—Yes.

7555. Mr. Justice MADDEN.—That is not an essential part of the system of results fees?—No, certainly not.

7556. O'CONOR DON.—I think you have stated in this paper which you have last sent in that you consider this system of payment by inspection as quite unworkable. Will you explain how and why you have arrived at that conclusion?—Partly from the immense amount of work which would be entailed, the number of inspectors who would have to be employed, the difficulty of finding enough competent people, the extreme uncertainty that would be introduced between man and man, subject and subject, school and school, the same man before dinner and after dinner, and so on.

7557. But do not a great many of these objections apply to the examiners?—I think to a very much less extent. The examiner has time, and sets his paper in his study, quite unswayed by any external considerations. He simply desires to find the best questions, and he conducts the examination quite uninfluenced by external considerations.

7558. You think the inspectors would be influenced by external considerations?—Far more than the examiners. I do not see how they could avoid it. I do not mean that they would be intentionally unfair. I would not suggest that for a moment. Then another thing with regard to these inspectors is this, could you get qualified inspectors?

7559. How many inspectors do you think would be required?—I should think 500 at least to do anything at all that would touch the work to be done.

7560. CHAIRMAN.—More than one inspector for each school?—Oh, a great many more.

7561. O'CONOR DON.—How do you justify that opinion?—One inspector could not examine one class in all the subjects.

7562. CHAIRMAN.—But he would have ten months in the year to go round?—Then the difficulty comes in that some of the boys have only had a month to prepare themselves, others two, others three, others four, and so on.

7563. You are thinking that the inspector ought to examine every student. Do you not see that that is a different thing?—Perhaps there is a difference there.

7564. O'CONOR DON.—You contemplate that the inspectors should do all the work that is done now by the examiners, that he should examine every individual student and give a certain number of marks?—That is a proposal for the substitution of inspection for examination, and to that proposal I am quite opposed.

7565. I do not know that anyone has proposed that. The proposal that has been made is that the payments should be made upon the result of the inspector's report of the school, that a capitation grant should be given if he reports that the education is satisfactory, the teaching efficient, and the appliances and everything such as were required?—As far as appliances, buildings, arrangements, time tables, and so on, were concerned, it might do; but if he began to report upon methods of teaching I do not think it would be very satisfactory.

7566. At all events it would not require an army of inspectors to do that?—Oh, no.

7567. But you do not think that system would be as satisfactory as an examination in writing?—I cannot think so.

7568. Mr. Justice MADDEN.—I understand the meaning of your answer to be this, that if inspection is made the basis of the distribution of public money between schools, it must be inspection of such a thorough nature as to involve practically an examination?—I think so.

7569. Whether your estimate is practically accurate or not, that would involve the employment of experts in each branch of learning in considerable numbers?—There would have to be a large number of experts.

7570. O'CONOR DON.—I see you propose that the Middle Grade should be abolished, and that the Preparatory should certainly be non-competitive?—Yes.

7571. Why do you recommend that the Middle Grade should be abolished?—I fancy two Grades are enough.

7572. CHAIRMAN.—One examination in two years?—Yes. A boy might go in twice in each.

7573. O'CONOR DON.—Twice in the Junior?—Yes; and twice in the Senior. But he would not have the same pressure to undergo at his first examination.

It would be a preliminary canter, without great strain; although, as far as overstrain goes, I am not acquainted with it.

7574. You have never found any overstrain to exist?—I have been trying to remember, and I think I remember one day-boy who did appear, after the examination, not to be quite as bright as he was before for a few weeks. That was one summer, after the Intermediate examination. But for boarders, it is perfectly impossible. Of course over-pressure is of two kinds—the over-pressure of the teacher on the boy, and the over-pressure of the boy himself, due to his own spontaneous ambition. Of the first kind I know nothing.

7575. Your school is a very large one, is it not?—A little over 100. Day boys might, of course, owing to their own ambition, work a little harder.

7576. Mr. Justice MADDEN.—That competition would be chiefly among the honour boys, for exhibitions and prizes?—Yes.

7577. O'CONOR DON.—Your school has about 100 boarders?—No, not 100 boarders. I think we have 86 or 87 at present.

7578. What proportion go up for our examination?—Practically all within the age limits. We send in from 70 to 80, and pass about 30. I try to assume every time that the examination will be such as I think it ought to be—that is, that it will take in the pass boys. I am rudely awakened every time, but apparently I do not learn the lesson properly. I dare say it is a very bad plan, and the right plan would be to select those boys who would probably pass.

7579. CHAIRMAN.—I think yours is the plan contemplated by the Act?—Yes, but the competition has produced a struggle, and the struggle has produced greater difficulty in the papers, and now it is very difficult to pass the average boy.

7580. And so it will continue so long as there is one paper for pass and honours?—I think so.

7581. O'CONOR DON.—You think there should be no competition in the Preparatory Grade?—Yes.

7582. Rev. Dr. TODD MARTIN.—We have had before us very weighty evidence of the physical evils resulting from this system. Do the facts, as far as they have come under your observation, warrant the medical opinion?—Not in the very smallest degree.

7583. Not in the smallest degree?—Not in the very smallest degree. I know of no case, with the exception of the one day-boy I mentioned, who seemed a little less bright for a week or two after the examination, of injury from the competition.

7584. So far as your knowledge of schools generally goes, from your acquaintance with teachers, have you found that complained of by teachers?—No; on the contrary, our difficulty is to get the boys to work hard enough.

7585. I notice in your statement that you have sent in that you speak of the objections to payment by results as sentimental?—Yes.

7586. Do you think there is no real ground for objecting to paying a teacher by testing instruction through the examination of the individual pupils?—I do not see any real ground. I have been watching the evidence in the hope of seeing some stated.

7587. And you have found nothing except the sentimental objections?—Well, except Miss White's objection, that it led to touting.

7588. Do you think that is an evil that would be entirely removed if we introduced inspection instead of examination?—No, I do not think so.

7589. If we paid on capitation, do you suppose that eagerness to get pupils would be diminished?—I know nothing about touting, either one way or the other. We have never touted, and no one, so far as I know, has ever touted for our pupils.

7590. As to the pass papers, you would have not only a pass paper, but a comparatively easy pass?—Very much easier.

7591. I see your object is to bring down the examination in the hope of passing almost all the pupils?—Yes; it seems to me that if the encouragement of Intermediate education is the work of the Board they should examine all who are receiving it.

7592. Would you think it fair that a very easy pass should command the same results fees as a good pass?—Oh no; I have stated that. On page 26, at the bottom, in the right-hand column, I say:—"Under the system here proposed, results fees would be paid on two scales. If the same grant were made for the pass as for the honour examination, we might be tempted even to neglect our promising boys;" "but on the other hand the difference need not be very great; distinction will always attract masters as well as boys; and besides, the work done on the backward is hard and discouraging work and deserves higher consideration."

7593. At present we pay on two scales?—Yes. I should think one scale for the honour and one for the pass would cover the requirements.

7594. That is to say, the pass boys should be paid on one scale, and the honour boys on another?—Yes.

7595. CHAIRMAN.—Two to three is our present proportion?—I think that would do very well.

7596. Rev. Dr. TODD MARTIN.—Except in bringing in a larger number of pass boys, that would not alter our present mode of payment?—The payments at present made for single boys are unduly large; it would remedy that. The whole scale would have to be reduced.

7597. What was in my mind was the possibility, if you separate the honours from the pass so completely, whether you might not pay on two grades of pass, according to the answering?—It could be done of course.

7598. If a boy chose the pass paper, he might be on the very verge of the honour rank?—You must draw the line somewhere.

7599. Would you object to the teacher getting more for that boy?—I would not object to that.

7600. Dr. BARKLEY.—You refer to the difficulty of the present papers, and I understand that you consider it an increasing difficulty. Does that apply to all subjects, or does it apply specially to any particular class of subjects?—Not to all equally, I think. I do not think the language papers have increased in difficulty as much as the scientific papers.

7601. But you think they have increased in difficulty to some extent?—Oh, yes, they have.

7602. And comparing ancient languages with foreign, do you think that the effect has been alike in both, or greater in one than in the other?—About the same, I should think.

7603. Very high marks are got in modern languages by a very large proportion of those who pass?—I think in your examinations in modern languages, the examiners are generally rather liberal. I think, if I may reconsider that answer, perhaps the increase has been more in the ancient languages than in the modern—the increase of difficulty. For instance, the Preparatory grade Greek, now, is quite as hard, if not harder, than the Junior Grade originally was.

7604. One of our examiners in ancient languages, who has been an examiner almost from the beginning, considered that there was really no increase in standard in the ancient languages?—I have not gone into it very closely, or looked it up very carefully, but my impression is that they have got steadily slightly harder every year.

7605. And that some separation of pass and honour questions would tend to correct that tendency?—Yes. Well, I do not say that the present papers are too hard for honour candidates, but they are altogether above the powers of the pass candidates, especially in the higher grades.

7606. CHAIRMAN.—It probably was because of the honour candidates, that they were drawn up in that way?—The increase has been very marked in mathematics, and in natural philosophy.

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7607. Dr. BARKLEY.—That is stated by some of our examiners themselves?—They used to be too easy, I think, in natural philosophy; a month's preparation used sometimes to be sufficient.

7608. With reference to the prescribed books in languages, you object to any books being prescribed?—I think the advantage of abolishing them would be very great. I think, educationally, it would make the teaching broader and would open out the minds of the students and develop their powers of observation and reasoning very much.

7609. Would not some indication be necessary of the degree of difficulty of the unprepared passages to be set in particular grades?

7610. How would that indication be given, if no books were set?—Some indication would be necessary, you mean?

7611. Yes?—I do not know that it would. Take the case of England; there are the open competition for the Navy, the open competition for the Army, the examinations for the public schools for entrance, which are very easy, and the public schools' examinations for scholarships, which are particularly hard; in all those cases there are no prescribed texts, and I do not think any indication is given. To satisfy myself, I have written to one or two of the headmasters, and have received their answers, and if it would not be taking up too much time, I will read them shortly.

7612. There is no harm in doing that?—The Headmaster of Harrow, Dr. Wood, says:—"Translations in examinations for scholarships in England are always '*unseens*.' Certainly, I approve of this, as discouraging 'cram.' In preparing, wise men read widely and rapidly with their pupils, and fools try and pick 'likely' passages. The system of prescribed courses seems to me to encourage 'cram,' to give too much advantage to mechanical memory, and to leave too little to native intelligence. In fact you find out by it not the *best boy* but the most cunning tutor." I took Harrow, from having personal access to Dr. Wood, as one of the old great schools, and I took Clifton College as being one of the more modern schools. The reply of the Headmaster in that case is this:—"It is quite true that at all the English public schools which I know scholarships are awarded entirely on unprepared work—unseens and compositions, &c. There is no difficulty, and no change has ever been proposed." I do not know that any indication is given beforehand; the masters themselves know what books are most suitable.

7613. Of course there does not seem to be any difficulty where there is only a single examination, but we have an examination in several grades. You propose a reduction of some of the grades, but still we should have more than one grade. Should there not be some way of indicating what degree of knowledge would be tested by the unprepared work in the different grades?—Perhaps it might be done, but I think with examiners who had been accustomed to teach boys, and know their capabilities, and masters who knew what their pupils could do, matters would arrange themselves.

7614. Mr. Justice MADDEN. — Every classical master and every classical examiner would know the range of books. You would not examine a junior boy in Pindar, or a senior boy in Xenophon?—No. I also wrote to one of the chief "coaches" for the navy. He says:—"I am decidedly in favour of unseen translation for competitive examinations. In the naval examinations and for Woolwich, unseen passages only are set. In non-competitive examinations, I think that Latin authors should be set and a short passage of Latin unseen for translation given. This plan is adopted in the Oxford and Cambridge local examinations, and tends in my opinion to bring the best candidates to the front." That is from Mr. Johnson, of Burney's, Gosport. Then I may also mention that the College of Preceptors, which is a middle class examining board in England, give always unseens in modern languages; they never dream of prescribing courses for modern languages in any of their classes In the ancient classics they do, but they also give the boys the option of taking an unprepared paper, and a considerable number of the better boys take this by choice. The difference would be made by giving easier constructions, in the Preparatory grade and so on, and a great difference would be in the vocabulary. A little boy would not be expected to have a vocabulary; the words would be supplied; in the case of a boy somewhat older, fewer words would be supplied; and in the senior grade no words would be supplied, but it would be left to the boy's own ingenuity. One of the advantages of this would be that Latin could be learnt very much better, and cram would be impossible. I may mention some other advantages if I am not taking up your time too much.

7615. CHAIRMAN.—Not at all; that is what we are here for?—The simplifying of our rules would be a great boon. Three boys, say, are perfectly equal in knowledge of Latin; one has to read a Senior Grade book, one a Middle Grade book, and one a Junior Grade book. They could be taught together with great advantage to the teacher, with great advantage to the boys individually, and with great advantage to the school in simplifying the arrangements. Then all these little, sometimes poor, editions of portions of authors would be dispensed with, each teacher would have his own choice of books, and he would get out of the groove in that way. A teacher cannot teach a thing well, that he does not care about himself. He can teach much more effectively if he is teaching from a book which he has chosen himself. Besides, the boys would in this way get samples of different authors, and would not be kept grinding for a year at the same book as they are now.

7616. Dr. BARKLEY.—As regards the number of grades, you propose that the Preparatory Grade, if retained should be simply a pass examination. We have had a good many recommendations of the same sort. Then you propose to do away with the Middle Grade. Do you propose to retain three grades—the Preparatory as a pass examination, and then Junior and Senior Grades?—This is not a great point with me, but I think, on the whole, four examinations would be sufficient—Senior and Junior for pass, and Senior and Junior for honours. There would be really four steps—lower pass, upper pass, lower honours, and upper honours.

7617. Then you propose maximum limits of age, but I do not think you suggest any minimum limit?—No; I think the Intermediate examination should take cognisance of all boys receiving Intermediate education, but not for competition. I certainly do not like little boys to be sent in for competition.

7618. If we did away with the Preparatory, and left the Junior a competitive examination, we might have little boys going in for the Junior Grade, and competing?—You might make a limit for that—say fourteen to sixteen for the Junior, and under eighteen for the Senior.

7619. CHAIRMAN.—But for competition?—I would let no one under fourteen compete.

7620 Dr. BARKLEY.—Then boys under fourteen might take the pass paper and not the honour?—Yes, and if they got the Junior pass young, they might go in for the Senior pass before they were fourteen. I only throw that out as a suggestion.

7621. Yes, I understand. Then you endeavour to send in whole classes as far as possible. Of course you cannot do that absolutely at present, because a boy cannot be entered a second time in a grade in which he has already passed, except in the Junior Grade?—Yes. A difficulty of mine is that so many boys are excluded from all interest in the matter by the regulations. For instance, I have boys of seventeen who are only doing Preparatory Grade work.

7622. Would you wish that a boy who has already passed in a grade, and perhaps passed with honours, should be at liberty to present himself again in the same grade?—Yes; I should have no objection.

7623. In that case would the school claim results fees a second time for the same boy in the same grade?—I think it is provided for at present

7624. It is not allowed at present?—Quite so; you would carry on the same restriction. If he rose from pass to honours, of course he would be entitled to results for that.

7625. Yes, he would be entitled to the difference between the results payable in the one case and in the other?—That is an excellent arrangement, and I see no object in changing it.

7626. It has been suggested to us that that is one of the things that induces the master to give more of his attention to the better boys, and to neglect the pass boys?—I think that would be remedied by my proposal for a pass examination—to make it as liberal as possible for all the boys in the school.

7627. Would you expect boys who had passed the honour examination in the Junior Grade to go up next year for the Senior Grade, or would you allow an interval of more than a year between the two?—I think if the age limits were 14 to 16 and 16 to 18, that would meet every difficulty. A boy might go in twice then for each grade.

7628. It might also be thought more advantageous to keep him out for a year, perhaps, and then to let him go up after an interval of two years?—Yes; if they were within the limits I see no objection.

7629. If the limit of age were two years, of course he would have the opportunity of going up after two years instead of after one?—It would be left to the master; but for the pass examination I would have no limits of age.

7630. I see you lay stress upon the examiners being chosen from men who have been accustomed to teach schoolboys. Is there not the difficulty, as regards that, that the examiners might be interested in the success of particular schools in which they are teaching?—Well, is not that guarded against by the fact that the candidates are known only by numbers?

7631. In what way?—An examiner does not know what boys he is examining.

7632. He does not know, of course, the particular boys, but if he has been teaching particular boys he might recognise by the papers that they were boys who had passed through his school?—I would not allow one who has been teaching during the year in Ireland to be an examiner.

7633. Does not that limit the choice of examiners very much. If the examiners are to be chosen from those who have been recently teaching schoolboys, you would practically be limited to men who had retired from the profession?—I would go to England; there is a very wide field there; and there are schools that do not take up the Intermediate, are there not, even here in Ireland?

7634. There are, amongst girls' schools, but not very many amongst boys I think?—There is that practical difficulty, I suppose, but it is very important, in my opinion, that the examiner should be familiar with his material.

7635. Mr. Justice MADDEN.—Would some of the difficulty be removed by adopting a suggestion that has been made that there should be a board of examiners who would supervise the papers?—A great deal of the difficulty would be met by that; it would be very desirable.

7636. CHAIRMAN.—Do you think a headmaster in England would leave his school for the length of time necessary to examine the Intermediate schools here. I believe it takes them a full month or more to examine the papers?—Not a headmaster of any large school, certainly.

7637. Most Rev. Dr. WALSH.—I should wish to know precisely to what extent you approve of our present system of testing the work done in the schools. Take it in this way—If the problem before you were to ascertain how the work of your own school was going on, would you ever think of bringing in an outside examiner, no matter how experienced, and setting him down to hold an examination exclusively in writing, and then consider that on the result of that written examination you had arrived at a satisfactory knowledge of how the work was being done by the teachers on the one hand and by the boys on the other. Suppose there was nothing before you except that?—For my own school?

7638. Yes?—I think that for the higher forms the help of an outsider would be very valuable.

7639. I am speaking of an outsider coming in and holding an examination exclusively in writing, knowing nothing of the boys personally, nothing of what they could do at a *viva voce* examination. You would not consider that satisfactory, would you?—I would not if there were only the one school in question.

7640. How does the fact of there being more than one school in question affect the matter?—Do you mean with regard to results fees?

7641. With regard to anything. I want to know how the fact of there being several schools to be tested, rather than one, can make a system which would be undesirable in the one case desirable in the other?—As regards the testing of my own school, I think I may say that the results of the Intermediate have been fairly good. Our boys have generally come out at the examinations in the order in which we expected them to come out. That is as regards our own school; and of course there are in those examinations a number of outside examiners, not only one.

7642. Still, you would not consider that satisfactory in itself. Did it ever occur to you, as an individual headmaster, to test the work of your own school in that way—to blot out *viva voce* examination, and rely exclusively upon written examinations, held by an outsider?—In our own school examinations, we almost entirely rely on writing.

7643. But you have *viva voce*?—Very little. In some of the forms none.

7644. Well, you have *viva voce* in others?—Yes, in the case of very young boys.

7645. I want to get at your views precisely. Do you think a system of exclusively written examination is in itself a desirable system, so that if there were not some special reason for confining yourself to it, you would not try to supplement it with something else. I only want your opinion; if you tell me you think it a perfectly satisfactory system I will go on to something else?—Is the question merely between writing and *viva voce*?

7646. I speak of an examination held exclusively in writing?—As regards our own examination?

7647. As regards testing the work of a school?—90 per cent. of our own school examination is in writing.

7648. But is 100 per cent. of your own school examination in writing?—As a matter of fact we do examine some of the little boys *viva voce*.

7649. I am speaking of the whole of the work of the school, and I am simply trying to ascertain your opinion—whether you think this a satisfactory way of examining into the work of the school?—Our own school examinations are almost wholly conducted in writing.

7650. Then you do consider it a satisfactory system to have the work of the school tested by a written examination without any *viva voce* test?—Well, nothing is quite perfect.

7651. But do you think it satisfactory: I did not use the word "perfect"?—Well, our experience shows that we do get satisfactory results by it amongst our own boys.

7652. But the gentlemen who conduct the examinations in your school have personal knowledge of the boys. I am speaking of examiners coming in who have no personal knowledge of the boys. Would that be a satisfactory system?—When you have more schools than one to examine another element is introduced, and you must have outsiders, must you not?

7653. First suppose you are dealing with one school; would you think a written examination by outsiders

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satisfactory?—Even with one school I prefer a written to an oral examination.

7654. An exclusively written examination?—Yes, so far as the Intermediate boys are considered.

7655. Does that apply to modern languages as well as to other branches of knowledge in the school? Do you never test your boys by any oral test in modern languages?—In teaching day by day, examining their exercises, hearing their repetitions once a week, or once a month, of course it is necessarily oral to a large extent; but in our half-yearly examinations for places and prizes we do not use the oral method.

7656. Would you give the first place in the school, in French, to a boy who you knew could not pronounce a word of French, except by some sort of process of dealing with it as an English word. Would you give the first prize in French to such a boy?—It is hard to answer, because, of course, we do teach them how to pronounce it from day to day.

7657. Then, I may take it, you would not give the first prize to such a boy?—Yes; I have not examined, orally, the boys who have got the first prizes.

7658. If you knew the boy could not pronounce a word of French, would you give him the first prize?—We have an examination in French which, by the statute under which the examination is conducted, depends simply on translating and writing French, and I think it brings out the men who know most French, decidedly.

7659. You are aware that under our present system a boy might get the medal for modern languages who could not pronounce a word of French?—Yes.

7660. Do you think that satisfactory?—I think the same boy would be a better scholar if he could pronounce the language as well as read and write it.

7661. Do you think then our system is satisfactory, by which a boy who cannot pronounce a word in French may get the medal for modern languages?—I do not think it is absolutely satisfactory.

7662. Do you think it satisfactory at all?—I think it shows that nine-tenths of his subject has been prepared extremely well by him—better than by any other boy. Whether it would be worth while to have a special method of testing the other tenth I am doubtful.

7663. Then, practically speaking, you are satisfied with a system that may bring out that very strange result. In fact, you are satisfied. I do not wish to press you; I am merely trying to get your opinion in the matter?—Yes; I think so.

7664. Now, in reference to another matter, which is the only other matter I wish to ask you about—you recommend examining altogether upon unprepared work, at least for the competitive portion?—I should say for all.

7665. I will ask you to look at page 35 of this book; it is the collection of examination papers for last year. Cæsar seems to have been the book prescribed for the Junior Grade. It was either last year or the year before; the exact year makes no difference?—That is so. Cæsar; yes.

7666. I have marked a passage there?—Yes, I see it.

7667. Will you kindly look at the questions put in that subject?—Yes; the modern localities corresponding to Mona, Remi, &c.

7668. Do you think such an examination could be gone on with if the boys were examined only in unprepared work. The student is to state the modern localities that are identified with the places mentioned in this particular work of Cæsar?—That question has occurred to me. I limited my answer to this—that for *translation* no passage should be given except in unprepared work, but prescribed portions might be set, on which questions should be asked.

7669. That is precisely the point I wished to bring you to. You think that, side by side with the general examination in the ancient languages, there should be passages prescribed, perhaps much shorter than the passages prescribed at present, for this minute examination, in the matter of the book, as distinct from the language?—Yes; if prescribed passages were set, questions on unusual constructions might be asked.

7670. What about questions outside points of construction?—Yes—questions such as that shown me, and on matters of history and mythology, might be asked on prescribed passages.

7671. But on the general range of matter, the boys would be protected against an examination on out-of-the-way points of construction, and protected altogether against minute examination in the matter of a passage, as distinct from the language?—Yes; for mere *translation* purposes he would have wholly unprepared passages, but certain texts might be prescribed for minute study, and questions set on them.

7672. It is desirable to accustom boys to look to the matter of the book, and to peculiar forms, to some extent, as distinct from the common forms in the language. I have wished to get that point out, and I have tried to do so with several witnesses, but you are the first who has apparently understood my view. Now, if you will look at page 83, at the papers of the examination in the Middle Grade, you will see that Cicero was the author taken there, and there were a number of special questions put, which it would not have been fair to put unless the book were prescribed?—Decidedly, that might be done in the higher grades.

7673. Your view is this—that boys will learn Latin much better if their attention is not drawn away into these holes and corners, and if they are allowed in their school work to deal with the language as a language?—Quite so.

7674. CHAIRMAN.—There are just a couple of questions I want to ask you in reference to some matters upon which your views and mine are nearly identical. Your view is that under the Act you should send in substantially your entire school for examination?—Yes.

7675. I suppose in every school there is a small residuum of boys that are not fit to pass any examination?—Yes.

7676. And with that exception you would send in your entire school?—I think I would send in even those who could not pass, so that they might see their own deficiencies.

7677. I have tried to ascertain the number of students that in the year 1898 were in Intermediate schools—that is schools that obtained results fees from us—and were within the ages eligible for examination under our rules. We have not been able to obtain it exactly, because every school has not sent us in a return; but I think you may take it roughly as 15,266?—That is the total, I suppose.

7678. That is the total within the Intermediate ages of all the students in schools in Ireland that in 1898 obtained results fees from us—15,266. Now, the number that passed the examination last year was 5,636?—That is a good third.

7679. It is more than a third, yes; it is between, I think, 36 and 37 per cent.?—Yes.

7680. Now, in your opinion, does not the mere percentage of the class capable of being examined, who actually passed the examination, show either of two things—either that the examination must have been unduly difficult, or that the class of boys must have been unusually unintelligent. Can you account, upon any other supposition, for the immense disproportion between the entire class eligible and the number who succeeded in passing?—I have no hesitation in adopting the first alternative.

7681. That is, that the papers are too difficult?—For anything except honours, yes.

7682. I am now confining my remarks entirely to pass students?—Yes.

7683. Therefore, from that, and without in the first instance scrutinising the examination papers, you would *a priori* come to the conclusion that there must be something too difficult in the examination papers as papers for pass students?—Certainly.

7684. And that *a priori* conclusion would be fortified and rendered certain by the examination you have made of those papers, your experience extending over the entire operation of this Act?—Quite so.

7685. In reference to the mode of remedying that, you give the preference, I believe, to there being two separate papers—one for pass and the other for honours?—Distinctly.

7686. And that instead of giving the student the option of selecting either of them at the moment of the examination, which, perhaps, a young boy might not be capable of doing, the selection should be made by him with the assistance of the master of the school at an antecedent period?—A shortly antecedent period.

7687. At a shortly antecedent period. We have two periods at which that might be done; I do not want to multiply notices more than is necessary—it is very inconvenient for the school; there is the student's notice in February of intention to present himself for examination, and there is the May declaration that is necessary under the mode of pursuing a course of study in Ireland. Do you think that in the month of May a schoolmaster ought to be able to determine with substantial accuracy which paper a student ought to take?—Yes.

7688. And then, by leaving a certain number of pass questions upon the honour paper, we might enable the student who erroneously took the honour paper to pass, although, perhaps, not under circumstances of so much ease?—I think so.

7689. Then are you now distinctly of opinion that whatever other change is made there must be a real and substantial change in regard to the difficulty of students passing?—Certainly.

7690. There is another question in reference to this. Often, when I say such a paper is too difficult, I am met with this argument, which I myself regard as a fallacy. "Oh, but many of the students have obtained high marks in that subject, therefore the paper is a fit paper as a pass paper for pass students? Is there not a fallacy in that argument?—It is utterly fallacious.

7691. Because, in one branch the paper is treated as a paper for an honour boy, and in the other it is applied to the pass boy. That is an undistributed middle, is it not?—As far as I remember it used to be called so.

7692. I have a word or two to say in reference to the length of our examinations as regards pass boys. You are aware that our examinations extend over a fortnight?—Yes.

7693. It is a terrible piece of business, in fact, for a pass boy?—Yes.

7694. I have been thinking very seriously how we could shorten the length of this examination. You see we do not allow any student to take up papers representing more than 6,500 marks?—Yes.

7695. And we are able to examine subjects representing 1,200 marks in a day. I mean—Greek is 1,200, Latin is 1,200. Then when we come to the smaller subjects we take two subjects in a day, so there would be no difficulty in examining subjects representing 1,200 in a day. You see, therefore, that arithmetically we ought to be able to examine every boy in a week?—Yes.

7696. If we could arrange it?—Yes.

7697. Taking the grammar school course in order to illustrate what I mean, the boy should present himself in English, Latin, and Greek; that would represent 3,600. There would be no difficulty in having three separate days allotted to those if they were necessary, and that would leave the rest of the examinations, which could not represent more than 2,500 marks, to be accomplished in the other three days. Now, by arranging optional subjects in this way, one set of boys would take up one set of optional subjects, another would take up another set of optional subjects, and we might examine upon the same day students in the various optional subjects which they took up. That is to say, supposing each took up one language, we might examine those that took French upon one day; those that did not take French but took German might have German papers upon the same day as that upon which those who took up French were given French papers. Then, upon a subsequent day we might give a separate paper of equal difficulty in German to the boys that had previously been examined in French and who, for that reason, could not be examined in German on the first day. Do you think that in that way we would be able to restrict our examination, at least for pass students, to six days?—Well, there might be a difficulty in framing the papers to be exactly equal.

7698. But would that be so important in reference to pass pupils as distinct from competition students. It is in reference to pass students that I am asking you?—No.

7699. Well, that is a mode by which it could be reduced to six days. Now I want to bring it down to a little less. We will take the classical languages. I suppose you agree that the best mode of all of testing the knowledge of a student is by a small piece of composition, translating into the classical language a piece of English?—Yes, if I am confined to one method I think that is the best.

7700. But I do not want to confine you to one method. Of all the methods would not that be the best?—Yes.

7701. When you do not want books to be prescribed, I suppose the next matter that you would chiefly direct your attention to would be questions in grammar or difficulties in grammar that possibly would not arise upon the composition?—No, I would put translation next.

7702. Very well, translation next; and then, I suppose, some questions in grammar?—Yes.

7703. Would that represent practically all you would ask the pass boys?—Yes.

7704. Now that brings me to this. Would an examination of three hours in Latin and three hours in Greek be a sufficient examination for pass boys as distinct from competition boys?—I think it would be enough for competition boys, too. I actually have made that suggestion that three hours ought to be the general rule.

7705. Applying a system of that description we should be able to reduce the examination for pass boys to about four days?—That is another reason for abolishing prescribed books. If you have prescribed books you must have an examination fairly minute and fairly long.

7706. I shall come to the kind of questions which are sometimes given in consequence of prescribed texts. A good illustration of them is that which his Grace referred you to from Cæsar. The questions there put would imply that the entire ground referred to in the prescribed portion of the Gallic War should be accurately known to the student, that he should know the entire locality. Do you think that is a proper subject for a pass boy in a classical language?—No.

7707. You would rather confine the examination to testing his knowledge of the language?—Decidedly.

Mr. Justice MADDEN.—That is a kind of question which an efficient board of examiners would at once expunge.

7708. CHAIRMAN.—I have seen in some of these papers which were printed with the report of the English Commission of 1895, questions of that sort referred to as specimens of the very questions that should not be put in an examination?—Yes, rightly so.

7709. I wish now to ask you a few questions in reference to English. Would you tell me roughly about how many hours are given in a week in your school to English?—Four or five.

7710. How many hours are given to Latin?—Well, five as a minimum.

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7711. And how much time to Greek?—Not so much. Comparatively few take it.

7712. Do you think that the English examination papers really fairly test the knowledge of the students in the language and literature of England. Are they the character of papers that you would like to see set in English?—No, I think there are often faults in them—decided faults.

7713. Do you approve, for instance, of a style of examination that would render it necessary to learn by heart an entire poem, such as one of Scott's poems, "The Lay of the Last Minstrel"?—No.

7714. You would like a style of examination that would test the intellect more than the memory?—Yes, but I think the memory must be also tested.

7715. But not to the extent of learning by heart the whole of "The Lay of the Last Minstrel"?—No, but the more striking portions, I think, should be committed to memory. The memory is a faculty strong in the young, and should be cultivated. If the faculty of memory is not cultivated in youth, it is difficult to remember things in later years.

7716. Then, upon the whole, you do think our English papers are satisfactory?—No, I think they have great defects, especially in the literary portion.

7717. Most Rev. Dr. WALSH.—Upon that memory question, does not the present system put upon the schoolboys the necessity of learning the whole of a work such as "The Lay of the Last Minstrel," because they do not know what are the remarkable passages?—But the master ought to know what are the best passages.

7718. But suppose the examiner has a different idea from that of the master, then the poor boy suffers?—Of course that is so.

7719. CHAIRMAN.—Have you never known of an examiner picking out such passages as he thinks are not likely to have been prepared?—I have; that is decidedly a defect in the papers.

7720. Now, in reference to the grades, would you be satisfied to pay results fees upon a student in one grade for two years upon his passing a satisfactory examination once in that grade—I mean in order to prevent the multiplicity of examinations?—I would only pay him down a certain amount. I do not like the retention of exhibitions at all; I would make them all single.

7721. I am against their retention too, but this is in reference to results fees. A boy is in your school for four years; he goes in in each of the grades you mentioned at intervals of two years—that is, he passes satisfactorily two examinations as the result of a four years' course of efficient instruction?—Yes.

7722. Would you be satisfied to pay the teacher results fees for four years upon the results of those two written examinations?—Pay him results fees twice on the same boy?

7723. On the same examination, but for different years?—Oh, I would not pay him twice for the same examination in different years in the same subject, unless in case of rising from pass to honours.

7724. But would you require him to be examined twice in the same grade in order to get results fees twice?—I would not let him gain results fees twice at all for the same work.

7725. If you had only two grades?—Well, he should get his results fees when he passes the Junior Grade; then if he goes in a second time, and increases his subjects, or rises from pass to honour marks, he should get the balance.

7726. But you would not think his passing the examination twice satisfactorily, with an interval of two years between them, was sufficient evidence of efficient teaching for the four years to pay results fees for the four years?—I am afraid I do not quite catch the point.

7727. Under the present system, supposing there were only two grades, he would be obliged to be examined twice in each grade?—Yes.

7728. Well, I want to see a mode could be devised by which the teacher would be paid results fees for each of the four years, although the boy was only examined twice—once at the end of the First Grade, the second time at the end of the Second Grade, with a two years' interval between them?—Yes, I should be satisfied if he got his results fees on those two occasions.

7729. But you would not give him a results fee upon each of those two occasions—for two years?—Not a double results fee.

7730. Although it would be necessary to educate the boy efficiently for the two years to enable him to pass each of those two examinations?—Of course the results fees could be readjusted; for any such change there would have to be a readjustment of the results' fees.

7731. I shall not press you further about that, but I shall come to the character of the examination, it bears a good deal upon the question of abolishing prescribed courses. This is a passage from a paper of Sir Joshua Fitch, in the 5th volume of the Report of 1895: "The examination will, as nearly as possible, follow the course of the prescribed work." Then he proceeds as follows:—"This last condition is important. It should not be the duty of any examining or superior authority to prescribe, in any other terms than those of the school scheme itself, what should be taught. Its function should be to inquire what are the requirements of that scheme, and then to ascertain how and with what success those requirements have been fulfilled." I am anxious, for my own part, as far as possible that the examination should proceed upon the programme of the particular school, but the programmes might vary very much in each Intermediate school. Now, I want to know from you, as you are of opinion that we should have no prescribed authors, whether you think there could not be a scheme of examination which would adapt itself to any reasonable programme for an Intermediate school, so as to give the headmaster full liberty to himself to choose not only the mode of teaching, but the subject-matter in which he would teach?—It would do no harm if it could be done consistently with fair play for all and a common standard; but I think it would be very difficult to secure that.

7732. The difficulty would be to fix the standard; I see that entirely. Whether that standard could be fixed by defining in some manner or other the kind of passage the students would be asked to translate, and the amount of assistance that would be given to them in the translation of the words that would be supplied to them—I suppose you think it would be a very difficult matter?—So difficult as almost to be impossible; but unnecessary.

7733. You think we had better leave it alone for the present?—Yes. Of course if the prescribed texts were abolished——

7734. You think it might gradually come to that?—Even if you left that as it is there would be a great deal of liberty left to the master.

7735. If we abolished the prescribed texts, you think the master would have enough liberty?—Yes.

7736. Most Rev. Dr. WALSH.—You do not approve of a system of set programmes leading to the result that a boy in his whole school course is required to read only one or two books of Virgil, and these, say, the fifth and seventh?—No.

7737. One question more I should like to put to you. Would you not provide in your scheme for some plan of making the boys acquainted with the contents of the great works of Latin and Greek literature?—Yes, for the Senior Grade I would even prescribe a course, but it would be a large one which the boys should study as literature.

7738. You would provide for that in your course?—Yes.

The witness withdrew.

Rev. Brother J. A. O'MAHONY, Director, Christian Brothers Schools, North Richmond-street, Dublin, further examined.

7739. CHAIRMAN.—Your views and suggestions are so clearly stated in the printed paper and in the statement you read for us yesterday, that I have but few questions to ask you; but I should be glad to bring out clearly, in the first instance, the number of students that present themselves for our examination from schools under your Order, and the amount of results fees they obtain. Are you able to state the total number of students in your school within Intermediate ages?—I think I gave that return yesterday.

7740. Kindly give me the number?—Mr. Daly has the return. (*Paper handed to witness.*)

7741. Tell me the number, please, for the year 1898?—For the year 1898 there were presented from the Christian Brothers schools 2,582, and there passed of these 1,851—71·7 per cent.

7742. Would you tell me how many passed in the Junior Grade?—I have not made that out.

7743. Then it does not matter. In the year 1898 I think the results fees earned in the schools under your Order amounted to about £13,000?—I believe that is about the amount.

7744. The majority of the students under our Act leave after examination in the Junior Grade, and that is so, similarly, in the schools under your charge?—Yes, in our schools the greater number leave after the Junior Grade.

7745. Therefore, you see that a principal part of the problem before us is to provide the scheme of education which is best fitted to boys who cease to present themselves for examination after they are 16 years of age?—Yes, that often occurred to me as very desirable.

7746. Of course a factor in that determination will be the future destination of those students in life?—Yes.

7747. A person going to a university will require one course, a person who is to embrace a commercial life may require a different course?—Yes, it was with that in view that the suggestion was made by us of having two courses, a classical and a non-classical; one to suit those going to the universities, and the other those who do not do so—those who enter commercial and industrial pursuits.

4778. You received a memorandum for the information of witnesses?—Yes, I received that.

7749. And you observed that one of the questions we desired the benefit of your opinion upon was this subject of the division of courses?—The division of courses, yes.

7750. I shall read you the first question under that head Is the wide power at present given to students of selecting the subjects for their examination advisable?—Well, I rather think it is advisable to have an option of subjects.

7751. Then you consider that the present wide power is advisable, or do you think that power should be restricted?—You restrict it by having obligatory subjects, and a judicious limit is set, and a guide to what is useful by having that obligation.

7752. Is your opinion that the wide power that exists at present is advisable, and ought to be continued, and that no further restriction should be placed upon it?—Well, as I said before, it was with that object that we suggested the two courses—the classical and the non-classical.

7753. But, surely, suggesting two courses, does not in any way limit the power of selection that is at present vested in the student?—Oh, no.

7754. I assume, then, that you consider the present power of selection should exist?—I rather think so. Then, by having the obligatory subjects you restrict it in a certain way, judiciously.

7755. But you think it ought not to be further restricted. You observe that if there are two divisions, as you call it, unless the courses are framed in such a way that there will be no advantage—no pecuniary advantage—to either student or manager in selecting one particular course, the choice will not be perfectly free. I want that the choice shall be one—the election shall be one—which shall be determined solely by that which is best in the interests of the individual student; you observe that?—Yes.

7756. You observe that in order to attain that object it is necessary that the pecuniary advantages in each course shall be identical?—Yes.

7757. That is, that the results fees attached to each course should be the same in amount, that the exhibitions should be competed for in the division itself, and not as between divisions, and that exhibitions would be capable of being obtained with the same difficulty in each course?—I have said that previously.

7758. But I do not see how you are able to arrive at that unless you define courses as distinct from divisions. A good number of your students embrace commercial life; is not that so?—Yes, a great number.

7759. Will you tell me what, in your opinion, would be the model course in the Junior and Preparatory Grades for one of your students who was afterwards to embrace a commercial life?—Of course, in the first place, English—that would be quite essential; geography—specially what would refer to trade—trade courses—trade routes; book-keeping, of course, and shorthand.

7760. And a modern language?—Yes, a modern language—French, I rather think, preferably to another.

7761. To German?—To German.

7762. Practical science subjects?—Practical science and handwriting.

7763. Would you not be inclined to teach them a little mathematics?—Certainly, mathematical subjects; arithmetic especially.

7764. Out of subjects of that description, would there be any difficulty in building up a course that would be as difficult as the grammar school course under our rules—I mean, that would carry 6,500 marks?—I do not think there would be any difficulty in building it up.

7765. Then I think the next principal suggestion that you make is that the pass paper should be easier. I am not taking them in order?—The pass papers—yes.

7766. You yourself have had considerable experience in the working of this Act?—Yes.

7768. Over how many years does it extend?—I began with the initiation of the Act, and continued for twelve or fifteen years; for the last five years I have not taught.

7769. In your opinion are the papers as they have been set during the last few years much too difficult for pass students?—Very much too difficult.

7770. Does that observation extend over the entire of your experience, or is it only applicable to the papers of later years?—They have been gradually increasing in difficulty of late.

7771. Do you think that having regard to the capacity of the best boys now, it is possible to fairly determine the competition upon a paper that is to be used for pass students as well as for competition students?—To have the one paper, do you mean?

7772. To have the one paper. Do you think that possible—to have a paper that will fairly operate for pass students, and at the same time be one upon which the merits can be determined for competition purposes amongst competition students?—Pass students labour under difficulty in the present papers.

7773. Then you are of opinion that there ought to be two papers?—That is what struck me.

7774. One for pass students and the other for honour students?—The one for pass, the other for honour students.

7775. Your attention has been called to the per-

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centage of students of Intermediate schools that obtain results from us who succeed in passing this examination, and you may take it as something about thirty-seven per cent. Does that in your opinion demonstrate that the papers must be too difficult for pass?—They are much too difficult I should think.

7776. Have you observed any defect in the mode of graduation of the papers?—Yes.

7777. Can you make any suggestion to us as to how best that can be avoided?—Very frequently the distinction between Junior and Preparatory is very trifling.

7778. Can you give us any advice as to having them better graded—more rightly graded?—Of course, if a Board of Examiners were appointed to superintend the getting up of the papers, I should think that very advisable.

7778A. Do you think we ought to have a board of more permanent examiners than we have at present?—I think it would be desirable.

7779. In reference to the limits of age, as I understood you yesterday, you would limit the age for competition to seventeen years of age?—The suggestion was to retain the same number of grades as at present and bring them down—beginning at twelve.

7780. But the result would be that no student over seventeen years of age could compete?—No student over seventeen years of age could compete.

7781. Have you any suggestion to make—I think you did yesterday—as to whether there should be any extended limit for students that would be capable of being examined for pass only—should be eligible for examination for pass?—Over-age students?

7782. Over-age students?—Yes, I should suggest it should extend to two years.

7783. Do you think there is any reason why a less rate of results fees should be paid for over-age students than for ordinary students?—I suggested that for a time at least full results should be paid to those over age.

7784. Do you think, if we made those alterations, that then the schoolmasters would have sufficient power of arranging their classes otherwise than by age? The tendency of our present rules is to cause classes to be arranged according to age, for all students in one class to be of one age; is not that so?—Yes; in some places, of course, that is very difficult.

7785. Before this Act came into operation, I suppose no schoolmaster ever thought of arranging his classes in that order?—I think not.

7786. It was in accordance with their knowledge?—Yes.

7787. Supposing we adopted what you suggested,—that is, that there should be two years above the limit for competition in each grade in which over-age students should be eligible to go in for examination, and that the results fees should be equalised; would that enable schoolmasters to arrange their classes properly according to knowledge as distinct from age?—I should think so.

Mr. Justice MADDEN. — You have given your opinions so fully that I have no question to ask you.

7788. Rev. Dr. SALMON.—I think some previous witnesses we had before us commented upon your only passing boys in the Junior Grade?—Only in the Junior Grade?

7789. That almost all your successful candidates were in the lower grades?—We have a great number.

7790. The idea was that the school was only a primary school if it did not go up to the Middle and Senior Grades?—I would refer you to the table I put in yesterday.

Rev. Dr. SALMON.—I did not know how far it applied to you or not.

7791. Most Rev. Dr. WALSH.—Take this return: it gives the Middle Grade exhibitioners of last year?—Do I give the names, or the number?

7792. If you state the number of exhibitions you got in your own school in North Richmond-street, in the Middle Grade, that will show that the work of the Christian Brothers is not confined to the Junior Grade?—We got six exhibitions in the Middle Grade last year.

7793. And then there were retained exhibitions?—Yes, there were ten exhibitions retained.

7794. Rev. Dr. SALMON.—Where were those exhibitions won—at what school?—I am giving the results of the Intermediate examination last year—1898—in the North Richmond-street school:—Gold medal for first place in modern languages in the Middle Grade; gold medal for first place in modern languages in the Junior Grade; first Burke Memorial prize; six Middle Grade exhibitions; fourteen Junior Grade exhibitions; eleven Preparatory Grade exhibitions; seven retained exhibitions in the Senior Grade; two retained exhibitions in the Senior Grade, one value £20, the other £30; ten retained exhibitions in the Middle Grade, value £20; one commercial prize, one composition prize, three composition prizes of £3 each; three composition prizes of £2 each; eight book prizes of £3 each; six book prizes of £2 each; eighteen book prizes of £1 each; and eight maxima in mathematical subjects; and we had twelve passing in the Senior Grade.

7795. I did not understand that all that was in one school?—In Richmond-street.

7796. You have a great number of schools, have you not?—Yes.

7797. Have you not a great number of schools?—Connected with Richmond-street?

7798. Mr. Justice MADDEN.—Do those figures apply exclusively to Richmond-street?—Yes, exclusively to Richmond-street.

7799. Rev. Dr. SALMON.—That only proves that you have a small number of very high schools; the general results of your schools, I suppose, would not bear comparison with that?—We had 155 exhibitions in 1898 in all our schools. There were 213 prizes won in all our schools; 19 composition prizes; nine highest places; 44 maxima; and 1,851 passes in the schools connected with our Institute.

7800. I was especially wanting to know about the Middle and Senior. The assertion was that you were very good as far as the Preparatory Grade was concerned, and the Junior Grade; but that you did not, as a general rule, go in much for the higher education?—Well, I have given you a specimen of one of our schools.

7801. I think it is quite clear about one of your schools; I want to know how far that represents the general body of your schools?—I might say the schools in Cork, Limerick, and Belfast are in proportion.

7802. Are your teachers bound to poverty?—Yes.

7803. Then your teachers require nothing but their food and their clothes, as I understand it?—Food and raiment.

7804. I suppose you can devote, then, all you get from results fees to the improvement of your equipment?—It is nearly all spent on the schools—nearly all; and by that means we have been able to bring our schools to such a state as we have done.

7805. I quite understand that; but then there is a complaint of other schools, who have to live by their teaching, that they cannot compete with you at all on equal terms?—I do not see how they cannot compete with us on equal terms.

7806. Because they have to pay their teachers?—Oh, we pay our teachers; all our teachers are not members of our own body. Of course, the saying, "The harvest is great and the labourers are few," holds with us, and we are comparatively single-handed at times, and we have to get in assistance from outside; we have to get a great number of outside teachers, for instance, in Richmond-street schools.

7807. Are your schools open to all religions?—Well, they are open to all religions, but all religions do not come.

7808. That is to say, are conditions put upon the people of other religions that they could not comply with?—Certainly not.

7809. There are religious emblems in the schools?—There are religious emblems.

7810. Many people have an objection to them, perhaps. Are there any religious ceremonies performed during school hours?—Yes, but not to interfere in any way with those who are there to be taught.

7811. Are there processions of any kind, or prayers?—Religious emblems are exposed continually there.

7812. But I mean is there any religious instruction?—Religious instruction and prayers.

7813. But I mean are there any prayers offered in the presence of those images when the children are there?—Morning and evening prayers are said, at the beginning and termination of the school each day, but there can be no offence to anyone there, and none have objected; they are all of the same religion.

Rev. Dr. SALMON.—I was thinking of a case in a poor district, where, I think, you might perhaps be able to kill all the other schools, and if a person who did not agree with you in religion, wanted to send his child to school, he would perhaps have no choice except to send him to your school. I only wanted to try and ascertain whether I was right about the facts.

7814. O'CONOR DON.—Your schools, before the establishment of the Intermediate system, were mainly for primary education, were they not?—Oh, no.

7815. They were not?—They were not set apart specially for primary education.

7816. But were they not mainly carried on in that direction?—In all the highest classes of our schools at all times from the very foundation of the body, and long before the present system of Intermediate education was established, the top classes were always receiving an Intermediate education, and I might refer to the lists of books, or to the books that are on our lists, to show that at all times these higher subjects were taught. On the list of our books we have treatises on trigonometry, algebra, mensuration; and there are histories, ancient and modern, English and Irish. Previous to the system of Intermediate education as at present existing, Latin was taught in many of the schools, and in some cases modern languages, where so desired.

7817. Mr. Justice MADDEN.—What about Greek?—Well, I could scarcely say—to a very small extent; but that, of course, was determined by the circumstances of the locality.

7818. O'CONOR DON—It was not the case universally throughout your schools?—Not universally.

7819. Has it at all developed more in that direction since the Intermediate system was established?—In the case of Latin, and perhaps modern languages—yes; but the other subjects have remained very much the same, and I myself know, from practical experience of the Christian Brothers' schools in Cork, extending over very many years altogether, that the teaching of the physical sciences there, and the course of mathematics, were equal to anything in your Senior Grade—that is, in our top classes.

7820. But even at the present day have you not a large number of pupils in your schools that are receiving only primary education?—We have a large number; but as with the Department of Science and Art, South Kensington, classes can be taught in primary schools in the very same way the preparation for the Intermediate examination may be carried on—classes for that examination may be taught in that way.

7821. You have Intermediate classes in your schools?—Yes, and where the number is sufficiently large the rooms are separate and they are taught apart. That is the case in our larger establishments, and in the greater number. Of course for these there is a special staff.

7822. But I suppose that system cannot be carried out anywhere excepting in the large towns, where you have a large number of students?—Except where we have a large number.

7823. But you have schools, have you not, scattered all over Ireland, and very small schools in some places?—Yes.

7824. And where you have not a large number, are the boys that are getting primary education mixed up in the same classes with those who are getting Intermediate education?—No; not mixed in the same classes. In some of the towns, scattered as they are over north, south, east, and west—take Omagh, Ballinrobe in the west, Charleville in the south, and Naas—our schools are practically the only schools in which boys can get Intermediate education, or receive an education that would enable them to enter under your system; and if our schools were not there, parents of children who wished to have them so educated would have no other place to send them to. These are just typical cases of the towns other than the larger ones—outside cities such as this. Of course the number in a class would be determined by the population of the place.

7825. But even in these schools you have separate classes for the Intermediate?—Separate classes. yes; they are not taught with the primary boys.

7826. They are not taught with the primary boys at all?—No, they could not be.

7827. When you say they could not be taught, would it not be possible for boys in the primary schools to go in for the Preparatory or Junior Grades?—Well, if they are able to go in for the Preparatory Grade, or to go in for the Junior Grade, they would do so.

7828. They would do so out of the primary school?—Not out of the primary school.

7829. None of those that you have in what you may call the primary school classes go in for the Intermediate examination?—None of those in the primary school classes go in for the Intermediate examination, or for the Intermediate class.

7830. I do not think you have said anything to us as to your ideas upon inspection. Do you think the present system of payment by results satisfactory—results of examination?—With regard to inspection of course it is useful, but my idea is that without examination it is not a reliable test.

7831. It is not as reliable a test as examination?—Not as reliable as examination.

7832. Then are you satisfied with the present system of examination?—Yes, I am quite satisfied with the present system.

7833. And you would not approve of a change to payment upon inspection?—No, I would not.

7834. Is that the general opinion of your order, or is it your own individual opinion?—We are partly indifferent as to inspection, because as to inspection we have a pretty fair amount of it ourselves; perhaps ours are the most inspected lot of schools in the country.

7835. I am speaking of inspection by outside inspectors, not your own inspectors, and I want to have your own idea upon that important point, upon which I think you gave no evidence yesterday?—No; just because we were indifferent.

7836. You are indifferent?—Yes.

7837. But I suppose you have formed some opinion upon it considering how much it has been discussed lately in connection with this Intermediate

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education system?—Of course it is useful in some respects, say in the case of the modern languages or the physical sciences.

7838. Would you not think it an advantage to have inspection as a necessary condition, as a condition precedent to getting results fees in regard to modern languages. Would you think that would be an advantage?—I think for the teaching of the subject it would.

7839. You have qualified it by saying "for the teaching of the subject." Would you think it on the whole a better system than we have at present for education in general?—From an educational point of view I say yes. That is what I mean by the better teaching of the subject.

7840. Would you have any objection, or would your body have any objection, to a requirement that your teachers should be certificated by the State, and should pass an examination?—There would be, I suppose, some inconvenience. But if it came to that, I dare say they would be prepared to do so, and to fall into line with whatever was necessary for the carrying on of the work in which they are engaged. They must adapt themselves to circumstances.

7841. I think you told us yesterday a number of your boys who pass the Intermediate examinations system get on very well in the world afterwards?—Yes. I had some experience of that myself. Just two or three days ago one of our masters got a letter from a small town in Scotland, in the county of Sutherland, from a lad who had been in the Preparatory Grade. He went to Scotland to a small school there, and he found that he was able to take his place in that school amongst the lads who were taught classics and modern languages and mathematics, and he was not at all inferior to them. I myself remember a very short time ago likewise one of our lads went to a commercial house here in town. He had learned German, leaving off in the Junior Grade. One day a German post-card came in. No one else was able to decipher it. He, however, was able to do so, with the result that he was much appreciated afterwards.

7842. On the other hand, have you ever heard of such a case as was brought before us here of an exhibitioner being obliged to become a chimney sweep?—There is one black sheep in every flock, and I suppose this was one.

7843. CHAIRMAN.—You would not call him a black sheep of the Intermediate system.

7844. O'CONOR DON.—Do you believe the story?—I heard it mentioned here.

7845. You never heard it outside?—Never outside.

7846. Do you think that it is likely to be the fact?—It is quite possible. I remember that in one of the authors that you prescribe for your students to study. the sanitary brigade of Paris consisted of some of the prima donnas of the city, professors of humanities, and merchants that broke down in the Exchange.

7847. You think it is possible that a man had broken down, and had recourse to such a business?—Yes.

7848. But you never heard of such a thing?—Never.

7849. You told us yesterday that you believed that it would be an advantage not to publish the results of the examinations in the way they are published at present. Is not that so?—Yes.

7850. Do you think it would be possible to prevent their publication if they be made known to the heads of the schools. Will not the successful schools publish them in the newspapers, and if some publish them will not all be obliged to follow suit?—It would be something like the puffing of the Civil Service Academies at present. I do not see why all should publish them.

7851. You don't think it would have the effect of making all the schools insert the publication of them?—I rather think not.

7852. You are on the whole in favour of giving the information with regard to the results of the examinations only to the heads of the schools, and to the pupils themselves?—Or some such method. I may tell you also that some of our boys go to the religious Orders,and we find that has been one effect of the system—that it has inspired many with perhaps their first idea. Of our twelve boys last year in the Senior Grade, one joined a religious Order, and the year before that I think two entered for the Church, and the year before that three. Every year some of them enter for the Church or the religious Orders.

O'CONOR DON.—I don't know whether you gave in yesterday when I was not present, for I was not able to remain to the end, the number of boys you have under our system all over Ireland. If you gave it in before you need not give it in again.

CHAIRMAN.—He stated it to me to-day.

7853. O'CONOR DON.—I don't want to repeat what is already in the minutes. You gave the proportion of those that went in?—Yes.

7854. Rev. Dr. TODD MARTIN.—Did that return give the total numbers of pupils in the schools of the Brotherhood, or only the numbers in the Intermediate department?—Only in the Intermediate.

7855. May I ask you how many are in the elementary department under the Brotherhood in Ireland?—I should say about 25,000.

7856. And the number in the Intermediate division of the schools?—Perhaps about one-fifth.

7857. CHAIRMAN.—You gave me the exact figures—two thousand and something?—Yes, 2,578.

7858. O'CONOR DON.—Are the 2,000 included in this 25,000?—Yes.

7859. You gave to Dr. Todd Martin the total number of pupils you had?—These were the boys that were presented. Some of the boys in the Intermediate classes may be over age or some of them may perhaps be too young.

7860. Mr. Justice MADDEN.—Have we in evidence the total number of Intermediate students, whether presented or not for examination?—I think that has been returned. I think the number is 4,000.

7861. Twenty-five thousand is the total number of pupils under your Order?—Yes.

7862. That does not include the 4,000 odd Intermediate students, or does it?—Well, perhaps it might. I should say so.

7863. Rev. Dr. TODD MARTIN.—How do you discriminate between elementary and what is properly Intermediate education?—You see we have a programme for the elementary, as you call it. There are a certain number of grades in that, say six. We have inspectors of our own that visit the schools every year, and all the boys are examined in the programme, and they are supposed to advance one grade, or perhaps more—but one grade at least—every year. By that means the boys are brought, say, to the fifth grade of the programme. There may be a sixth perhaps, or a seventh. The fifth would correspond with your Preparatory Grade, and when they come to that part of the programme, if by age they are qualified, they are sent for the Intermediate.

7864. They get in that grade a preparation for the first examination?—Yes, they get in that grade a preparation for the first examination, so that the fifth and sixth grades of our programme would perhaps correspond with your Preparatory and Junior Grades.

7865. Then of course you have a higher division?—Yes. Of course the greater number of boys do not enter for the Intermediate examinations, and such of them as are not likely, continue and finish our own programme, which is such as would fit them for the ordinary avocations of life.

7866. I think you said yesterday that your Brotherhood had gained—was it 42 per cent.—of all

the passes?—An average of 42·6 per cent. of all students who presented themselves, and 48·5 of all who passed for the three years.

7867. Now if you limit your consideration to the Preparatory and Junior Grades you would have had over 50 per cent. of those who passed?—Considerably over.

7868. How much?—I could not say how much.

7869. I think that in the Intermediate year before the year now passed, that is in 1897, if I sum it up rightly, you had over £11,000 in results fees?—I am not aware of the exact amount.

CHAIRMAN.—£15,000 is the figure—I got the return.

7870. That is, in 1898, £15,000, as against a total for boys of £37,561. That is a very considerable proportion of the total amount of the results fees?—Yes.

7871. You suggest in this paper sent in to us that there should be 45,000 Irish boys enjoying Intermediate education in Ireland?—According to the standard that we take.

7872. If you take that as a standard?—Yes.

7873. Age limits, ten and 17. Of course a large proportion of these 45,000 Irish boys must go to some ordinary avocation?—Yes, as they do.

7874. And the Intermediate education programme would hardly be suited to them?—Not at present.

7875. You would modify it in such a way as to make it suitable?—Yes.

7876. So that you would withdraw from the elementary schools of the higher class a proportion of their boys and enrol them under this Board?—Of course there is no higher education than the primary in this country, except what is carried on by your Board, and that is the only alternative. When a boy completes his primary course he cannot be allowed to lie fallow. When he completes the ordinary things that would be necessary for him to get a start in life he must have something higher.

7877. Does not the primary system provide a fair education in the higher reaches of it for the ordinary avocations of life?—The primary education under what Board? Do you mean under the National Board?

7878. Yes?—Oh yes, if you mean that. But we have nothing to do with that.

7879. But I am supposing that if you bring all the 45,000 boys under this Board you would withdraw a large proportion from the National schools all over the country?—Of course that is only the goal to be, as it were, aimed at. I don't think you will reach it. You will take up a number that ought possibly be receiving secondary education. Let them receive it where they may, you will of course be expected to do your part. But you will not be able to reach, I dare say, this 45,000.

7880. If anything approaching that addition were made in the number of our pupils our £80,000 would be very much more widely distributed?—I quite understand that.

7881. And would it produce a compensating advantage to distribute it in that way?—Well, if there was any likelihood of your reaching that I should think you would begin to look out for more money. I don't think you would let it come to that.

7882. You touch a very important point in this paper, and that is the offering of facilities to students of schools in small towns to come under this system. I think your suggestion is a system of scholarships. It is at page 73. You refer to it under (*c*), and then you introduced the matter of scholarships at page 74?—(*Reading*), "That the number of students requisite to constitute a 'centre' be very much lower than at present."

7883. It is to what follows that I call your attention?—(*Reading*), "Students and schools in small towns and rural districts should be afforded reasonable facilities for sharing in the advantages of the Intermediate Education Act," that is, by having the number of students requisite to constitute a "centre" sufficiently small.

7884. Is that all you refer to?—That is all I refer to.

7885. You are not thinking of the clever boy or a son of the middle class parent who desires a higher education for his children, and is living in a locality where a good school cannot be maintained?—That is not what I mean. It is in connection with the first part.

7886. In your extensive knowledge of students in connection with this Board have you found cases of students at all frequent who have attained distinction with us in French, and yet could not pronounce a word of French?—I have heard of such cases. But as far as my own experience goes I have taught French for some years in the establishment with which I am connected, and I have always taught it with, I should think, correct pronunciation.

7887. So that so far as your observation and knowledge goes you don't know of these cases?—No; I think there has been too much made of it

7888. Like the chimney sweep, they are very rare?—Yes. The present system certainly has accomplished much in securing a good course in French, and I would consider that more important than the pronunciation, which is merely mechanical.

7889. You have yourself been teaching French. Do you think from your own practical knowledge of teaching French that it is possible that a boy could get a medal in the Irish competition, and yet not be able to pronounce a word of French?—As at present?

7890. Yes?—It is possible. But I would pity the unfortunate teacher that would have to teach French without pronouncing it. I cannot see how he could do it.

7891. Do you think there is any teacher so entirely unable to pronounce French who could bring a boy up to winning a gold medal in French?—Well, you see there is no test in the pronunciation.

7892. I mean, looking at it from the point of view of actual teaching?—I can hardly conceive how it can be taught without pronunciation, either good or bad.

7893. I can hardly conceive it. You have a practical acquaintance with the teaching of French, and I think, if it was stated to you that a boy had won a gold medal in the Junior Grade and could not pronounce a single word of French, you would question the accuracy of the information?—I certainly would.

7894. Dr. BARKLEY.—Brother O'Mahony, you have referred to the increasing difficulty of the papers. Does that apply all round, or is it more marked in certain classes than in others?—In certain classes, in the mathematical papers.

7895. Yes. We have heard of these before. As regards the languages—in the case of the modern languages do you think there is an increasing difficulty?—No; I think they have been rather fair all along.

7896. And the ancient languages?—In the case of the ancient languages, I think the papers have been pretty fair all through.

7897. You don't think that they have reached the point of being distinctly honour papers as compared with pass papers?—They may be too difficult for mere pass.

7898. If so, have they been too difficult all along, or has there been an increasing difficulty in that way?—They are rather more difficult, perhaps, for mere pass in recent times.

7899. Take the case of English. How do you find the English papers now as compared with those of previous years?—There is cause for complaint of the great amount of matter that is required in the English, and especially as regards the memory work.

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7900. But do you find the papers in English of an increasing difficulty; or do they stand at much the same point at which they were before?—Well, I have not very much to do with these matters of late.

7901. You have a very large system of schools extending over the whole country. Have you had much experience of these schools out of Dublin yourself?—No; I have had none.

7902. I think also you said that you had a considerable number of pupils who may be regarded as receiving a secondary education, but who are not working with a view to our examinations?—You mean those over age or not of age. Those not of age are working with a view of going afterwards.

7903. Are there many within the limits of age receiving a secondary education, but not working towards our examinations?—I don't quite understand.

7904. I understood that you had a number of pupils receiving a secondary education according to a system of your own, which existed before the Intermediate system, and who are not going in for the Intermediate examinations at all?—I think you misunderstood me. Those that I spoke of as doing so are all those that we send in now under your system.

7905. So that any addition to be made to the numbers who go in for our examinations would consist of pupils who have not reached the age at which they can go in, and of over-age pupils?—Do you mean in reference to the special number that ought to be receiving an Intermediate education in Ireland?

7906. I was referring to the number actually receiving an Intermediate education in your schools?—4,000 is the number that are studying under the Intermediate.

7907. They are studying under the Intermediate?—Yes.

7908. Have you any additional number who are receiving a secondary education, but are not studying for the Intermediate examinations?—No; I should think not.

7909. Then, of these 4,000, you present 2,500 in a particular year?—Yes; 2,500.

7910. And some others have not reached the age?—That is the number returned in the November lists, and, of course, these lists, and the numbers on them, will diminish as the time for the presentation to the examination comes on. Some remove, and some get ill.

7911. Does not this include boys of 11 and 12, though they cannot present themselves for the examination until 13?—Those lists only include those likely to enter.

7912. They don't represent the actual number who are receiving Intermediate instruction?—Well, no.

7913. Have you any idea at what ages boys usually enter upon secondary instruction in your schools?—I should say, perhaps 11.

7914. So that they may be working for two years before they present themselves for one of our examinations?—Yes, working for two years. If you include these amongst those receiving secondary education, it is, of course, outside 4,000. These enter and prepare from 10 and 11.

7915. A large proportion of the boys attending your schools are children of poor parents, are they not?—The greater number.

7916. And, I think, they are not charged any class fees at all?—Practically no fees; the fees are very small, and whatever these are they are expended in the schools in providing requisites and stationery, and other things that are necessary.

7917. When they enter upon a course of Intermediate instruction and have to get text-books in Latin and French and other subjects, is there any difficulty in getting the parents to supply these text-books?—We supply a great many of them ourselves, and a good deal of the results fees goes in that way.

7918. Do you find that many boys who pass through your school in Dublin are sent up from small schools in the country, or elsewhere, in order to get the advantage of a large school?—Do we interchange boys?

7919. Yes. Do you remove boys from a small school, where they cannot get a very good course of Intermediate education, to a large school like your own?—No; we have no control over the children in that respect—that rests with the parents.

7920. You don't, as a body, carry out any system of transferring clever boys to a school where they are likely to get a better course of instruction?—No, we do not; that rests with the parents of the children. We have no control over them—we cannot influence them in that way.

7921. Your experience of boys that come to your schools would not show that modern languages were taught in other schools simply on paper, without any pronunciation—you have no means of judging, for instance, whether, in other schools, boys were taught French merely on paper, without any oral teaching?—No; except what I might hear from others. I have never been in the country, so that I cannot speak from personal knowledge as to that.

7922. Rev. Dr. TODD MARTIN.—Have you had boys coming up to your school from country districts, who had been taught up to the Intermediate level, and knew some French?—Not many, except those who have come in the ordinary course of passing from one part of the country to another. We have had some of those boys from various places.

7923. What has been your experience, with regard to those pupils, as to the matter of pronunciation?—Well, I have had some boys, who came from schools and colleges of great pretensions, that were defective in education; but I have not had experience of many boys coming from the country.

7924. Did you find some who were very defective as regarded the pronunciation of French?—I cannot recall any now.

7925. O'CONOR DON.—Can you say whether modern languages are taught, in all the schools under the management of your Order, as living languages?—I should say so.

7926. In all your schools?—In all our schools.

7927. Though, of course, the pronunciation may be a little defective, they are taught as living languages?—They are taught as living languages.

7928. Dr. BARKLEY.—You propose to have two courses: one described as a modern, or non-classical course. I did not catch what that modern course was intended to embrace. Is it intended to include any language in addition to English, or may languages be shut out altogether from it?—No, Latin and Greek, with other subjects would comprise the classical course. The non-classical course would exclude those, but would have all the others.

7929. Under our present programme, it is quite possible to enter a boy who does not take Latin or Greek, if he takes a modern language?—Yes; but there is a competition, and the competition is general. In the scheme I propose, the non-classical will not compete with the classical department.

7930. If the boys can at present enter in what may be described as a modern course, is there any great advantage in dividing the courses into two, and making them choose between one and the other?—There would be an advantage in having two courses, inasmuch as there would be no inter-competition.

7931. Is there not this difficulty, that a boy taking your modern course might wish to take Latin, and not Greek; and, apparently, under your proposal, he would not be allowed to take Latin?—If he wishes to take Latin he could do it; he could take any additional subjects that suited him.

7932. Do you think there are many boys who are now outside the system who would be brought into it by such a division of courses?—I should think

so. It would commend itself, I think, to many, because many parents may intend their children for commercial pursuits, and may think their time would be better occupied in preparing for that, in other subjects, than in learning Latin or Greek, though, of course, those have their advantages, too.

7933. Would not those parents regard French and German as equally unprofitable with Latin and Greek? No; I do not think so.

7934. Are there many boys, within your experience, receiving instruction in your schools, who would go in for a separate modern course, and who do not go in at present?—I think so. We would much prefer to have the courses as suggested, because we consider they would be much more advantageous to the boys.

7935. Would not the comparatively high marks that are at present open to be obtained in modern languages, as compared with English, Latin, or Greek, be an inducement to boys to take up the modern course, in preference to the classical course? —Do you mean as the marks allotted to the languages at present stand?

7936. No; but having regard to the marks at present given by the examiners to the boys in those subjects?—You mean the lenity with which the papers are marked?

7937. Yes; a boy gets ninety per cent. in French who might fail to get anything like seventy or seventy-five per cent. in English?—I don't think they are marked so leniently as to induce boys to adopt them on that account.

7938. Is there not a larger proportion of boys presenting themselves in modern languages than in Latin and Greek?—That is because of the obligation that rests on them to take another language besides English; they take one of those modern languages in preference to Latin.

7939. I see that, taking the total of all grades in 1898, of boys of the prescribed ages, only twenty-six per cent. passed with honours in English, while 42·7 passed with honours in French, and 46·4 with honours in German, so that it would seem that the examination in French and German is easier than in English?—I think the reason they take those subjects is because another language is obligatory; they must take up another language besides English, and they take up one or the other of those languages.

7940. Is that any reason why it should be easier to get honours for French or German than for English?—It is not by reason of the papers being easier.

7941. Might not that be an inducement for boys to take up French or German, in preference to Latin or Greek?—You mean because they consider them more easily marked?

7942. Yes?—Well, as I said, they have to take up another language besides English, and they consider French or German more useful to them than Latin or Greek—that is, such boys as intend to go in for commercial pursuits.

7943. You think it has nothing to do with the facility of getting marks in those subjects?—I think not.

7944. I see that in Italian no less than seventy-two per cent. passed with honours, so that a boy taking up French and Italian would have a much better chance of getting honours than by taking Latin, while he would be going in nominally for the same number of marks?—That is a matter for the examiners.

7945. That has been the case for a long time: it is not the case of one year only; you will find, if you take up the reports for any year that it is easier to get high marks in the modern languages than in the ancient languages or English?—I rather think they perhaps prefer the modern languages.

7946. Do you propose that the two courses should run parallel with each other throughout the period of from twelve to seventeen years of age, or that one should terminate earlier than the other?—That they both run through the four grades.

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7947. Do you find that boys who do not mean to go on for a University have a tendency to drop off at the Junior Grade?—Yes; the greater number drop off at the Junior Grade.

7948. I suppose they would not be induced to remain at school because they might compete separately in the modern course?—I rather think they would be induced to continue longer if we had that modern course.

7949. Are not the openings that exist for boys at sixteen years of age to earn something for themselves in commercial pursuits the real reason why so many drop off at the Junior Grade?—I should think so.

7950. That, of course, cannot be stopped?—That cannot be stopped.

7951. Must you not always, therefore, have a smaller number of boys going on for the entire course than those who enter in the Preparatory and Junior Grades?—Yes.

7952. Most Rev. Dr. WALSH.—In your written evidence you speak of a certain amount of over-strain being put on teachers and students by the Intermediate system, as at present worked. You recognise, I am sure, that there must be a certain amount of over-strain in every system of competitive examination?—Yes. I think so.

7953. Do you consider that this necessary defect, or evil, is intensified, and unduly intensified, in our system?—I find it to be so.

7954. You mention several causes as tending to that result; and you put first amongst them the method in which the results of the Intermediate examinations are announced?—Yes.

7955. Are we to take it that, by putting it first, you mean to indicate that that is, in your opinion, the most prominent cause of the overstrain?—No; that had no influence whatever in my putting it in the first place.

7956. What do you consider the most potent influence for evil in this respect?—The difficulty of the examination papers, and the large amount of memory work required in some of the subjects, such as English, cause a great overstrain on boys, especially the younger ones.

7957. And the character of the questions?—And the character of the questions. That engenders a great deal of anxiety and strain.

7958. If boys know they are liable to be examined in all sorts of holes and corners of Latin and Greek grammar, I suppose it puts upon them a fearful amount of memory work?—Yes; the anxiety and strain are increased, because they don't know what they will be examined in.

7959. Now, with regard to the publication of the results, it has been represented to us that one of the evil results of the present system of publication is that it leads to a system of "touting" for pupils. I suppose you know what that means?—Yes.

7960. Do you believe, as the result of your own experience, that there is such a system in operation? —Yes; it has come under my own observation. It was not with that view I suggested the remedy of non-publication of results.

7961. You suggested it on the ground that the publication leads to overstrain?—Yes; but now that you have mentioned it, I look upon that as one of the defects of the system. I think one of the witnesses characterised it as mean and mercenary.

7962. Yes; the Bishop of Clonfert so characterised it?—It is a thing from which some of our schools have suffered considerably, and gained nothing.

7963. No gain, but abundant loss?—Yes; I may say the Christian schools are a "happy hunting ground" in that respect.

7964. Rev. Dr. SALMON.—It may also affect "non-Christian schools"?—Of course it may; but I speak

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of the schools with which the Christian Brothers are connected.

7965. Most Rev. Dr. WALSH.—You consider there is undue preference given to the literary side of the work, and not sufficient prominence given to the scientific side. I suppose by "the scientific side" you mean the natural sciences?—Yes; natural philosophy and chemistry.

7966. You refer to the desirability of giving grants to schools to enable them to procure scientific apparatus? Are you aware that the Science and Art Department, if a school is in connection with it, contributes half the cost?—Yes.

7967. Are any of your schools in connection with the Department?—Yes, a number of them. Our school in North Richmond-street was.

7968. With regard to inspection, and whether an inspector would be likely to interfere unduly with the work of a school, have you ever found any serious inconvenience from the visits of an inspector?—No; no serious inconvenience, or inconvenience of any kind.

7969. So far from experiencing inconvenience, are you prepared to say that the schools derive advantage from the visits of an inspector?—Well, the visits of the inspector were so few and far between that I could not say they were either an inconvenience or much benefit.

7970. At all events, you suffered no inconvenience from the visits?—No. I should observe that at present, and for some years past, we have ceased to be in connection with the Science and Art Department. We were not able to form a class in physical science subjects under their rules.

7971. That was because you found you could not continue working on the Science side under the Department, simultaneously with the Intermediate system?—Yes.

7972. So that not merely has the Intermediate system discouraged the teaching of science, as far as its own work goes, but it has interfered with the working of the Science and Art Department in your school?—Yes.

7973. You have no reason to suppose that yours is an exceptional experience?—I think not.

7974. We know that the body of which you are a member has a very large number of schools all over Ireland, and it appears that some persons not acquainted with your work suppose that it lies chiefly in the Junior Grade of pupils?—Yes.

7975. That is not at all the case?—It is not.

7976. Have you not from time to time had in your schools a comparatively large number of exhibitioners in the Senior Grade?—Yes; one year we had three in North Richmond-street alone.

7977. Out of the total number of sixteen or seventeen exhibitions awarded in all Ireland, your one carried off no less than three?—Yes, three.

7978. That is in your own school, in North Richmond-street?—Yes.

7979. Now, as to the Middle Grade, I have before me the report of last year's results, and I see that last year, in all Ireland, 46 exhibitions were awarded in the Middle Grade?—Yes.

7980. And six of those 46 were won by your one school in North Richmond-street?—Yes.

7981. And twelve by other Christian Brothers' schools?—Yes.

7982. Then, as to the retained exhibitions, in addition to the six exhibitions gained in the Middle Grade last year, your school retained ten exhibitions?—Yes.

7983. The Christian Brothers have another school in Dublin, in Synge-street, another in James's street, another in North Brunswick-street; and in all these schools, exhibitions were either gained or retained in the Middle Grade last year?—Yes.

7984. The Synge-street school alone had nine exhibitions gained or retained, last year, in the Middle Grade?—Yes.

7985. You have schools also in Cork, Belfast, Carrick-on-Suir, Dundalk, Kells, Waterford, Omagh; and in all those schools, last year, exhibitions were gained or retained in the Middle Grade; 54 Middle Grade exhibitions, in fact, went, last year, to your schools all round?—Yes.

7986. Four or five such exhibitions were gained by the Limerick school alone?—Yes.

7987. Your own school, as you have told us, in addition to retaining ten of these Middle Grade exhibitions, gained six new ones?—Yes.

7988. And Blackrock College gained six?—Yes.

7989. Now I find in the list of schools in which last year's 46 Middle Grade exhibitions were won, such schools as these—Clongowes, Rockwell, Portora, St. Malachy's, Belfast; Methodist College, Belfast; the Royal Academical Institution, Belfast, and so on,—your North Richmond-street school and Blackrock each won six exhibitions, was there any other school in Ireland that gained the same number?—I do not know of any other.

7990. I suppose you ask us to regard all this as a proof that you are doing substantial and successful work, not only in the Preparatory and Junior, but also in the Middle and Senior Grades?—I do.

7991. In fact, there is only one other school in Ireland that can stand beside you in this matter?—That is so.

7992. CHAIRMAN.—You were asked a question about religious instruction in your schools?—Yes.

7993. Of course it is a matter of necessity that in small towns, where your Order has established a school, and in which there is no other Intermediate school, that people of other denominations should have an opportunity of resorting to your schools?—Yes; they do, in some places.

7994. You know the principle of this Intermediate Education Act, and I presume you have studied the matter?—Yes.

7995. You know the 7th section of the Act, by which it is made an absolute condition precedent to the Intermediate Education Board making any payment to the Manager of any school that it shall "be shown to the satisfaction of the Board that no pupil attending such school is permitted to remain in attendance during the time of any religious instruction which the parents or guardians of such pupil shall not have sanctioned, and that the time for giving such religious instruction is so fixed that no pupil not remaining in attendance is excluded directly or indirectly from the advantages of the secular education given in the school"? You are aware of that provision in the Act?—I am.

7996. And you are aware that, by the practice of our office, results fees are never paid to any school, unless evidence is furnished to them, in the mode prescribed by the rules, that the provisions of that section of the Act of Parliament have been observed?—Certainly.

7997. And do you know, from your own experience, that that section of the Act is, in fact, observed by your schools?—Yes.

7998. O'CONOR DON.—Your schools—I mean the schools under your Order—are mainly day schools?—Day schools.

7999. Have you any boarding schools?—Not in Ireland.

8000. There is a point mentioned in your printed paper that I intended to ask you about. You consider that the Board do not give "centres" to a sufficiently low number of students; you suggest "that the number of students requisite to constitute a centre be very much lower than at present"?—Yes.

8001. You are aware it is supposed that a superintendent can superintend forty students?—I do not know what the number is.

8002. It is supposed to be forty; but, as a matter of fact, we have sent superintendents to centres where the number was as small as seventeen. To what

number would you say a superintendent should be sent?—Well, as you require ten to constitute a school, I think ten would not be too low a number. If a town were very remote, I think that if there were that number of pupils, it should have a centre. Take Caherciveen, for instance. We have a school at Caherciveen, and I am told that the children of persons employed in connection with the Atlantic Cable would like to attend an Intermediate school.

8003. You know that at present we have no power to get any contributions from school authorities towards the expense of sending down a centre superintendent?—Yes.

8004. Do you think it would be desirable that we should have that power— that we should get the local authority or school manager to contribute something towards the expense?—I do. I remember some time ago our Superior offered to do that; in the case of a very small town, in which the number of boys had dwindled down from what had originally presented themselves; he offered to pay a portion of the expense, but we were informed that it could not be done—that you had no power.

8005. You think it would be desirable that we should have such a power, and that if we had it would be taken advantage of?—I think it would be taken advantage of, if you did not do the whole thing yourselves.

8006. Most Rev. Dr. WALSH.—You would prefer that the Board did it, without any such contribution?—Of course.

8007. Does it not seem an inconsistency, where a school is defined for the purposes of the Act, as an educational institution fulfilling certain conditions, that there should be a school fulfilling those conditions, but that the pupils attending it should not have an opportunity of being examined?—I think it does.

8008. The Schedule to the Act says: "A school shall mean any educational institution (not being a National school) which affords classical or scientific education to pupils not exceeding 18 years of age on the 31st day of May in the year of the examination, of whom not less than ten shall have attended the school from the 1st of November in the year preceding that of the examination, and each of whom shall have made at least 100 attendances in the period between that date and the 31st day of May in the year of the examination." Any school fulfilling those conditions is a school within the Act, and is entitled to claim results fees?—Yes.

8009. It seems strange that we are not in a position to examine the pupils of such a school, unless the pupils are sent elsewhere to be examined—of course there is often a difficulty in doing that?—A great difficulty.

8010. It practically amounts to shutting out from the benefits of the Act a school that fulfils the conditions of the Act?—Yes; in some places, the children have to travel a long distance, and to travel home again the same day; and in others, to take lodgings in the town in which the centre is situated, and be exposed to all the dangers, difficulties, and expense.

8011. CHAIRMAN.—Of course the only objection to having centres for very small numbers of pupils is the expense. You are aware that the expense of administering the Act is at present very great?—Yes.

8012. It costs us, on an average, thirty shillings per pupil. The principal expense of a centre in addition to the hire of a hall, which in most instances can be obviated by using the school premises, is the sum paid to the centre superintendent, and that sum depends largely upon the number of days over which the examination extends?—Yes.

8013. And therefore, if we could reduce the number of days over which the examination extends, we should reduce the expense of the Centre. If we could reduce the time from fourteen days to six, we could reduce by half the expense of the Centre; and thus have a larger number of centres, and consequently give a Centre for a smaller number of pupils. Do you follow me?—I do.

8014. Did you happen to be here when I asked a few questions of Dr. Biggs in reference to a mode I suggested of conducting the examination of pass students, with the view of shortening the period of the examinations?—Yes; I just heard that.

8015. Do you think it would be practicable?—I should think it would. I think it would do in the case of pass students; but I suppose the centre superintendents would have something to say to that.

8016. No; the centre superintendents must comply with such conditions as we think proper to lay down?—Then I think that arrangement would do for the pass students.

8017. Rev. Dr. SALMON.—But there might be, perhaps, one competition boy amongst them; and that would create a difficulty?—Yes; there might be that difficulty.

8018. CHAIRMAN.—The one competition boy might be sent forward to another centre; of course there would be less difficulty in sending forward the competition boys to another centre than in sending the entire class?—Yes; of course.

8019. Supposing there were ten pupils, one of them was going for competition, and the remainder seeking merely for a pass, there would be less difficulty and expense in the competition boy going to a distance, and being provided with a lodging?—Yes; it would only be one-tenth.

8020. A suggestion was made by Lord Justice Fitzgibbon that, in small places, there might be one centre for boys and girls. It has been done in England—have you considered that?—Well, no; it did not occur to me.

The witness withdrew.

The Commission adjourned until the following morning.

Feb. 9, 1899.

SEVENTEENTH DAY—THURSDAY, FEBRUARY 9TH, 1899.

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

Professor G. F. FITZGERALD, F.R.S., Fellow of Trinity College, Dublin, examined.

Professor G. F. FitzGerald, F.R.S.

8021. CHAIRMAN.—Professor FitzGerald, you are, and you have been for a great number of years, a Fellow of Trinity College, Dublin?—Yes.

8022. Since long before the Intermediate Education Act came into operation?—Yes.

8023. We have the advantage of having your views and suggestions in writing. They have been now published, so that we can treat the paper you have been good enough to send us as part of your evidence. Therefore I do not intend to take you through it in detail, but you can supplement it in any matters that you wish, and then I shall ask you a few questions in reference to the general principles mentioned in it. You have your evidence before you?—Yes, I have.

8024. In a general way would you wish to make any observations in reference to it, in the first instance?—I think it might be well to note that I have been Examiner in a great number of different institutions.

8025. Will you kindly mention them to us. You have been Examiner under our Board?—I have been twice Examiner under the Intermediate Education Board, an Examiner of London University, Cambridge University, and Victoria University—all in England; and, of course, of Trinity College, Dublin, and the Royal University.

8026. And in addition to that you are one of the members of the Council of the Dublin and Central Irish Branch of the Teachers' Guild?—Yes.

8027. I think you have signed a paper that has been sent in by them?—Yes.

8028. Necessarily you must have a great deal of experience of the working of this Intermediate Act?—Indirectly.

8030. And directly, have you not, by your examination of students who come into your university and have been examined under our system?—Yes.

8031. You say that the system has in many important respects improved the Irish Intermediate schools, notably in energy and concentration of teaching, and then you proceed in the rest of your answer to Part I., No. 1, to state the defects, or the injurious effects that you have observed, in the working of the system?—Yes.

8032. I wish to ask you one question in reference to that. I understand that what you stated in your written replies is the result of your own practical experience of the working of the Act. It is not any *a priori* reasoning of what you would expect from the working of such a system. Your replies give us the result of your actual experience of the working of the system?—Yes.

8033. I see that on page 132 you say—"The major part of my proposed alterations depend on, first, the introduction of practical examinations, and, secondly, the institution of a system of inspection?"—Yes.

8034. You think, of course, that practical examination is absolutely essential in some subjects?—I think it is absolutely essential.

8035. Will you kindly state what those subjects are?—I think the most important subject in which it is absolutely essential is anything that pretends to be a practical subject.

8036. Therefore all subjects of natural science would come in?—In all subjects of natural science it is absolutely essential. I have seen, for instance, that some of those who have given evidence here have stated that it would be very easy to set questions to test ability to perform experiments.

8037. Yes?—I do not think that anyone who has had real experience of the thing could possibly believe that, and I do not think that any test questions in a written examination could test whether a candidate was able to thread a needle.

CHAIRMAN.—That is a very good illustration.

8038. Mr Justice MADDEN.—Or to kill a salmon?—Or to kill a salmon.

8039. CHAIRMAN.—Other witnesses have said that it would be sufficient if students saw actual experiments performed before them by the professor or lecturer, but that they should not be permitted to try the experiments themselves. Your experience would not be in favour of that?—That is an opinion which I think was current in educational circles about 40 years ago—30 or 40 years ago; but as far as I am informed, and I think I am well informed on the subject, it has been entirely given up by all educational authorities, and they think it is essential that students should be trained to perform the experiments themselves, because the educational value of practical subjects consists in teaching them how to do the things.

8040. And that, of course, would render it necessary that in schools where natural sciences were taught there should be some sort of a laboratory or some place where the students would have the opportunity of doing practical work?—Yes.

8041. And that not only should there be practical work during the year, but there should be an examination in that practical work at the schools or in other laboratories for the purpose of testing that work?—Certainly.

8042. In reference to modern languages, I suppose you consider that some *viva voce* examination would be very advantageous?—I do.

8043. In reference to the institution of a system of inspection. You are aware that under our present Act we can impose conditions upon schools?—Yes.

8044. Therefore, we could say that no school would be entitled to present students for results fees unless it submitted to inspection. But under our Act we would not be able to take into consideration the results of inspection or of practical examination in determining whether a student passed or whether he was entitled to an exhibition?—I am aware of that.

8045. Before I come to ask you the details—will you kindly say whether you think that that is satisfactory?—No, I do not think it is satisfactory. I do not think it would be desirable that the whole of the results fees should be withheld or the whole of them granted on the results of inspection; I think it would be very much better if there was some *via media* by which they were partly granted on that.

8046. Granted upon the joint results of inspection and examination?—Yes.

8047. Are you aware yourself—I mean, have you any practical experience—of a system of inspection of schools and whether it is working without friction?—In the Board of National Education it is worked without any friction that I have been able to discover—that is, any serious amount of friction: of course, there is occasionally a little friction with a cantankerous person, but no serious friction.

8048. I daresay you have either heard of or read the evidence of some of the schoolmasters here who very strongly object to inspection. One of them seemed to go to the length of saying that it was an interference with individual liberty. You have no doubt from your experience that after a short time it would work without friction?—I am perfectly certain that after a short time it would work without friction, and the result of the experience of the Manual Training Commission was that it would be absolutely certain to work without friction, and that the schools would very much prefer it after they had had experience of it. I would like to call attention to the resolutions that were passed recently at the meeting of the Incorporated Association of Head Masters, on January 13th and 14th. A resolution was proposed by the Rev. G. C. Bell, "That in the opinion of this Association the Secondary Education Department of the proposed Education Office should include inspectors specially appointed on the recommendation of that Department." Mr. Bell's resolution was carried with two dissentients, so that they were practically unanimously of opinion that inspection should be adopted. At the Teachers' Guild also there was a resolution passed that the inspection of schools, either directly or through recognised authorities, should be compulsory, and a rider was added that in matters of inspection there should be no difference between private and public schools. That was at the meeting of the Teachers' Guild Congress.

8049. Of England?—Of England, yes. It was also proposed and the resolution was amended as follows: that under the Board of Education secondary education should form a separate branch, with an inspector of its own, familiar with the problem of secondary education. That was carried.

8050. Most Rev. Dr. WALSH.—Is that the "Journal of Education" report of the proceedings?—It is the "Journal of Education" report.

8051. CHAIRMAN.—"Distinctly of its own" means distinct from primary schools?—Yes; they were rather afraid that they would have the same inspectors for both sorts of schools.

8052. I observe that you consider that the inspection should extend to, amongst other matters, the methods of teaching; that the inspector should observe and report on the methods of teaching?—Yes; and one reason why I think that would be very desirable is——

8053. You think that that is essential, do you not?—I think that it would be essential for the good working of it, and I would call attention to one reason why I think it would be very desirable. One thing that I have noticed, especially in Irish schools as distinct from English schools, is that it is extremely difficult to get any attention at all to be paid to questions of methods and the theory of education. That is a characteristic, and a remarkable characteristic, I think, of nearly all Irish school authorities. Irish school authorities and masters differ in this from English school authorities and masters. When we were on the Manual Training Commission, there was one thing that those we met were all unanimous about, and that was that, before the introduction of inspection in primary schools in England, the teachers paid no attention to methods of teaching, but that as soon as inspection of the methods of teaching was introduced the teachers immediately began to pay a very great deal of attention to questions of methods of education and the theory of education. Therefore I expect that the same change would be produced by introducing inspection in the Irish schools, and it would be most desirable that it should be introduced.

8054. I think that practically only one objection has been raised to that, and I should like to mention it to you. It has been said here that every inspector would have his own ideal as to what was the best method of teaching—his own "fad" it has been called; and that, therefore, probably he would disapprove of any method of teaching except his own, whereas it would be generally admitted that there might be several methods of teaching, each substantially good. Do you think that any inspector worthy of his place would act in the way that has been suggested?—I do not think there would be the least difficulty in getting inspectors of sufficiently broad views on education to act fairly by different methods of teaching. There is no doubt that in England it was for the sake of introducing variety into the teaching of schools, and of enabling schools to be taught with greater variety, that inspection was advocated. It has been introduced and has been found to work in that very direction. So that, so far from the inspection diminishing the freedom in methods of teaching, it would really increase very much the freedom in methods of education. It is this driving them all into a single examination which does it. And the way in which various people speak of examiners as being all so absolutely uniform, and so absolutely fair, and so very perfect, is most extraordinary, because they differ quite as much as inspectors.

8055. I observe by the statement that you have sent in to us that you have considered this question of inspection a good deal. Do you see any real and tangible objection to inspection that requires it to be seriously dealt with?—I do not see any serious objection.

8056. The State gives a sum of money to certain schools who are willing to avail themselves of the system. The State, therefore, has a right to dictate reasonable conditions upon which that sum of money will be distributed?—Certainly.

8057. And one of those reasonable conditions would be to submit to the best means of testing the efficiency of the teaching?—Yes.

8058. And you would consider that to be essential, although there would be the examination afterwards?—Certainly.

8059. May I ask you, do you consider, if there be an efficient system of inspection which will extend to the methods of education, that it would be essential that all the pass students should be submitted to this one general examination each year. I think that that is the general drift of your paper?—Yes, I think it is desirable that the students should be submitted to a pass examination.

8060. Have you any experience of the character of the papers that are set in the present examinations? I am not now referring to the question of pass and honour papers; I will come to that afterwards. Would you be of opinion that an examination of the difficulty of the present examination should continue?—As an honour examination.

8061. But not as a pass examination?—Certainly not as a pass examination. I think a pass examination should be run upon the principle that the great majority of those who are going to pass should answer about 90 per cent., and that no one should pass who did not answer about 50 per cent That is the character that pass examinations ought to have, and that would be absolutely impossible to expect in the papers as they are at present set.

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8062. Then, of course, the papers would be directed to the general course learnt by the student as distinct from exceptions from general rules, abnormalities, and matters of that description; although some questions might be put in reference to those, the great bulk of the paper would not be directed to those exceptional cases as distinct from the general knowledge of the subject?—Certainly; you can hardly have a pass examination made too easy.

8063. It has been said sometimes that the rate of convoy was the rate of its slowest ship. I suppose, to a certain extent, the pass examination should be so constructed that an average boy, taught in an average way, ought to be able to secure a pass?—I think that even the stupid boys that were well taught ought to secure a pass. It is very undesirable that the Intermediate Education Act should not be of use to the stupid boys in Ireland.

8064. We had the figures yesterday, the figures of the examination of last year show that only 37 per cent. of the students in Intermediate schools within the Intermediate ages passed the examination. Do you think that that circumstance in itself shows that the examination is much too high?—I think it is a good deal too high, and I think that that circumstance in itself shows it. I think that at least 90 per cent. of the children ought to pass.

8065. Dr. BARKLEY.—That would include children that are not presented for examination at all?—All the children ought to be presented.

8066. CHAIRMAN.—The reason they are not presented is because the examination is so high that it is absolutely useless for them to go in for it?—Yes.

8067. As to the ages at which children ought to be presented for examination, at what age would you examine them? Would you have children under fourteen years of age submitted to that examination?—I would rather not, I think; I would rather have them only subject to inspection.

8068. At what age would you like the children to go in for examination?—At about fourteen or fifteen.

8069. I observe in some of the papers I have read, that often in England, by testing the higher classes—that is, boys from, say, fifteen years of age—in a school, by examining them every year, and having the school subjected to inspection, you are able very well to secure the efficiency of the teaching of the entire school, because if the junior classes are not properly taught then the deficiencies will appear when those juniors get into the classes that are subject to examination?—That is the principle that is adopted in Scotland, for instance, where they have a leaving examination, and it is a very intelligible principle to adopt. The only difficulty in that way is with regard to the boys leaving. The reason why I have suggested having two pass examinations is, that such a large number of pupils leave the schools when they are about fifteen or sixteen years of age that I am afraid they might be neglected in favour of students that the headmaster knew were going to stay on later. Therefore I would rather have two pass examinations, a junior pass examination and a senior pass examination, the one to catch children leaving school in the middle of the school course, and the other for those who are leaving later.

8070. That is one of our great difficulties. Our Act was evidently framed for a three years' course of examinations, the students to leave shortly before they were eighteen years of age. Now, we find, I think, that 85 per cent. of our students leave after the examination in the Junior Grade, that is, shortly before they are sixteen. In cases of that description do you think that one leaving examination under an efficient system of inspection would be sufficient to ensure their efficient teaching?—I do; I think it would. I have thought out the way in which I would expect that the proposal I have suggested here would work out; it would be that the numbers going in for this pass examination would become so great as to be almost unmanageable, and the result of that would be that the examination would be held probably by the inspectors in the schools separately and at different times of the year, or by examiners sent down to the schools, and that would be accepted as the pass examination, and there would not be an enormous big examination for the whole country.

8071. And you would be satisfied with a pass examination by the inspectors at a school?—Yes. But I would not introduce that immediately now, because I do not think it would be desirable in some instances.

8072. But dealing with the question as it is now, you would be satisfied with two pass examinations?—Yes.

8073. One I suppose would correspond to our Junior Grade examination?—Yes.

8074. And the other would be at the termination of the course, whether that was at seventeen or at eighteen?—Yes.

8075. Over what period do you think the education of these children should extend?—It would be a very great advantage, even if the child left before it was sixteen, that it should have a three years' course of education, and you probably would like it to be a great deal more?—I think so, certainly. I think a child in an Intermediate school might very well go from about ten up to fifteen; that would be five years which would not be a bit too long.

8076. Take a child going there at ten, going in for an examination shortly before sixteen and passing in an ordinary way, how do you think that a schoolmaster could most fairly be remunerated for the education of that child?—I would give results fees depending on the average numbers in the school.

8077. And in reference to the examination, what effect would failure or success in the examination have upon the remuneration of the schoolmaster; would it be like the Scotch system where it does not depend on the success at the leaving examination?—I think that that might be led up to subsequently, but I certainly would not begin with that. I would begin by making it depend on the results of the examination, and I would gradually see whether we could not get rid of the examination entirely, see whether it would be desirable to do so; but I would not do that immediately at all; I would certainly make the examination in large part a determining factor.

8078. But there is this; in regard to a student entering at ten years of age and continuing until he was fifteen, and after fifteen being subjected to an examination, would the remuneration for the entire of the five years to the schoolmaster depend upon the result of the examination?—The final examination, do you mean?

8079. Upon the one examination that *ex hypothesi* he would be subjected to. He would leave before he was sixteen, and therefore be subject to only one examination, but he would be in the school from the time when he was ten years of age, and *ex hypothesi* he would have been efficiently taught during those five years?—I would make it depend upon the examination.

8080. The whole amount?—The whole amount, yes—well, I would not make the whole amount depend upon the examination; I would make it partly depend upon the inspection.

8081. Then if he did not pass I suppose there would be a substantial amount of remuneration obtained, but the whole amount would not be obtained as it would be if he passed the examination?—I think it would be almost fairer to make it depend on the number of pupils in the school.

8082. Yes, capitation?—Yes, capitation.

8083. That brings me to a subject that I am very much interested in. Of course, your experience is that it is almost impossible to lay down any hard and fast lines as to what would be a proper system of inspection and examination for Intermediate pupils for a long period of time. From time to time should not the

system be subject to change according to the experience of the Board of the working of the system?—Certainly, I should say so.

8084. In the National Board we are liable from time to time, with the consent of the Government to change our rules when we find that they require change?—Certainly.

8085. And so in the Science and Art Department, and in every system that I am aware of in England. But we are not able to do that under the Intermediate Act Do you think it would be an improvement of this system if we obtained power — unfettered powers—from Parliament to adopt the system that we thought best for promoting Intermediate education, subject to the two restrictions that we necessarily must be subject to under the Act; the first is that we must have the consent of the Government, signified by the signature of the Lord Lieutenant, and, secondly, the rules must be laid upon the tables of both Houses of Parliament, so that they can be annulled just as English rules can be annulled by a vote of Parliament? —That would be a very great improvement.

8086. It would be a much more elastic system than it is at present, and. having regard to the state in which Intermediate education is at present, and the difficulty of introducing and carrying out the changes, or some changes that everybody deems will be necessary, would it not be almost essential for us to have that power?—I think it would be absolutely essential in order that we might move with the times without having to go through the enormous labour of getting an Act of Parliament as now.

8087 And if Parliament did not like the way in which we did it it would be able to send us about our business?—Yes.

8088. I think the next matter is in reference to giving greater encouragement to applied sciences?—There is a general question I should like to touch upon.

8089. I should be very glad if you would?—Several people have suggested that it would be possible to stop cram by introducing short courses.

8090. Yes?—Now, it is not the shortness of the course or the length of the course that makes an examination difficult. It is not so much that at all as the amount of competition. It is competition that makes examinations difficult. The Civil Service competitions in arithmetic are some of the most difficult competitions. They require pupils to be more ground up for and more crammed for than almost anything else, not because the subject is at all a difficult one, but because of the enormous amount of competition, and a very carefully taught pupil that has been taught and ground at it for a very long time answers more questions and makes fewer mistakes than one who has not been so taught. So that it is not the length of a course that will ever make a subject difficult. It is almost entirely a question of the amount of competition—that is in competitive examinations.

8091. Perhaps, as you have stated that we might take up the question of the pass and honour papers, it directly bears upon that. Do you consider that it is essential that there should be a change in the papers, say, that there should be one paper for pass students and another paper for competition students?—Yes. And I see it has been suggested once or twice that there might be pass questions put on the honours paper.

8092. Yes?—Now, I do not think that that is at all a satisfactory arrangement, because if there are enough pass questions to occupy the time of the pass students for three hours, it is impossible that honour students should answer them and answer the honour questions as well. That is a perfectly impossible arrangement.

8093. There has been some suggestion made here as to the difficulty in either a student or a schoolmaster making up his mind a short time before the examination as to whether a student will elect for a pass or for competition. There is a notice sent to us in the month of May with a declaration that the student has pursued a course of study in Ireland, and the examination is in the month of June. Do you not think that in May a schoolmaster would be able to tell very well whether a student should go in for a pass, or whether he should go in for honours? —You will see that the suggestion I have contemplated in my paper gets over the difficulty by suggesting that every student should go in for a pass in one year and for honours the next, that that should be the ordinary *regime*. It should be a four years' course for students who go both for a pass and for honours, and it would get over the difficulty as to whether a student should go in for a pass or whether for honours. He should go in for a pass in one year, and if he passed he should go in for honours the next.

8094. Junior pass, Junior honours, Senior pass, Senior honours?—Yes.

8095. Rev. Dr. SALMON.—We examine in a great variety of subjects; do you mean to apply that to every subject?— Yes.

8096. Do you mean to say that if a student gets one pass generally he should be able to go in for honours in anything he likes?—Yes.

8097. A student might be able to obtain honours in classics, but only be able to pass in other subjects; or he may be a pass student in one subject and an honour student in another?—Then I would allow him to get honours in classics.

8098. Is not the condition that you put upon him of having a general pass rather hard? I do not see any advantage in that condition over the plan of allowing a schoolmaster to select from his own knowledge whether a boy is to go in for honours or not?—I do not say there is any serious difficulty in asking the schoolmaster to decide.

8099. CHAIRMAN.—This examination extends over fourteen or fifteen days?—Yes.

8100. Do you not think that it would be a great advantage if it could be reduced, at all events for pass students, to some more reasonable limit?—I do.

8101. Do you think it is absolutely necessary to spend six hours in examining pass students in Greek, six hours in Latin, and six hours in English?—I do not think so.

8102. One-half of that time I suppose would be quite sufficient?—I think so.

8103. Mr. Justice MADDEN—That would be one of the beneficial results of having separate papers for the pass and honour students?—Yes.

8104. That we should not expose the pass students to such an excessive strain?—Yes.

8105. CHAIRMAN—I shall ask you another question about that as you have been examiner to these various Boards of Education. Our system of examination is a strictly competitive system?—Yes.

8106. A student may pass upon twenty-five per cent. of the marks. If he gets twenty-four per cent. only it does not count at all; he does not pass in the subject at all; but if he gets two additional marks, then the mark does count in the general competition. So that you observe that every paper, no matter how bad it is, must be carefully considered by the examiner, and have awarded to it the exact amount of merit to which it is entitled, whatever it may be? —Certainly.

8107. In many systems of examination is not the course this; assistant examiners examine the bulk of the papers, but reserve for the head or senior examiners those that come within a certain percentage, say five or ten, of obtaining a pass, and those that are five or ten per cent. above a pass; they submit to the senior examiners only these selected papers and perhaps a few others?—That is a very common system.

8108. Such a system would save an immensity of expense with us having regard to the great number of our papers. I had a list of them yesterday; they amount to more than 80,000 in the year?—Yes, and

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I think it would also facilitate getting examiners. For instance, I will not examine at present for the Intermediate Board on account of the enormous labour involved.

8109. I was aware of that. The change would be effected by separating the papers into pass and honour?—Yes.

8110. Before I come to the matters as to the applied sciences and the commercial course, are there any other matters that you would wish to call attention to, you have memoranda of some matters there, and I do not wish to take you out of your own course?—There is the general question of giving prizes.

8111. Yes?—I think the prizes at present offered are too valuable. I would call attention to the question about even poor children. The amount of the prizes they get should be, I think, comparable with the amount of the money loss that the parents were at owing to keeping the children at school. That is not very much for a child about fourteen or fifteen. No child of that age is able to make any large sum of money, and if he got 5*s.* a week that would be as much as a child of that age would ordinarily be paid, and 5s. a week is only £13 a year. Therefore, I have said that about £13 a year should be the maximum prize that should be offered, because it would pay and ought to pay a parent to keep the child at the school for about that sum.

8112. Most Rev. Dr. WALSH.—That is in the lower grades?—In the lower grades entirely.

8113. CHAIRMAN.—Would you wish that the amounts of our exhibitions, instead of their being paid to the students, should necessarily be applied to the further education of the pupil?—Well, I think there is a great difficulty in that, because, for instance, in the Senior grade and even in any grade, when a child goes out I do not think there would be any harm in their using it for apprenticeships.

8114. Did you read the rule that was sketched by Lord Justice FitzGibbon for the managers of the Masonic School?—Yes.

8115. It would enable it to be applied by the Board in any way substantially, either for the benefit of the education or advancement of the pupil?—Yes, I think that would be a good plan. But I think it would be very desirable not to give valuable prizes at all, but to give more money to the schools and allow the schools if they thought right to give their own prizes and exhibitions. If more money goes to the school, the school, if it feels so disposed, can give more prizes. As a matter of fact, several of the schools do spend their results fees in giving prizes to pupils and paying their fees. I think it would be desirable that the responsibility of choosing which children should get the prizes should rest on the schools, and that it should not be done by competition. Therefore, I have suggested, for instance, that if a parent thought his child required the stimulus of competition the parent might give the prize. I think it would be very much better than that the State should give prizes and pay children for learning. It creates a bad public opinion as to the value of education to be paying children for doing their duty in the way of learning.

8116. A suggestion has been made somewhat similar to that by some of the witnesses, that we should determine as well as we could by the number of students in a school and the efficiency of the teaching there how many exhibitions should be awarded to that school, and that then the school authorities should award these exhibitions by competition or by any other mode that they thought best?—I am afraid that that would not be as satisfactory as to put it upon the schools to decide whether they would give prizes or exhibitions or not. I think I would rather give the whole thing as results fees to the schools and let the schools give the prizes. I would rather not take the responsibility of deciding whether a school should have prizes or not. It would be better to leave that responsibility on the school itself.

8117. If we adopted that plan we would have no competitive examination at all, at least except for the mere honours?—For the mere honours. I think there would be a certain amount of competition, and I would not cut off all the prizes at once. In every case I would introduce changes gradually, and so I would begin by reducing the value of the prizes. I would see how that worked, and then I would go on.

8118, Ultimately keeping the minor prizes and medals?—Yes, so as to keep up the honour. I might call attention to a thing I have here which I think is very desirable. It is a proposal of Mr. Brenan's, that the revision of results fees should be made triennially to the schools; that instead of being made as the result of an annual examination, the last three years should be taken into account always in awarding results fees. It would prevent any school having its fees suddenly changed, and it would also enable the Board to have a report of a number of inspectors upon each school.

8119. Who do you say suggested that?—Mr. Brenan. Mr. Brenan has got the advantage of having had the experience of being subject to inspection. It is on page 44. I did not see that anyone else had suggested that, and I thought that it was desirable, as it seemed to be a good idea to bring it forward. It is in the second column, near the bottom of it. He says, "I do not object to a payment on account of the general efficiency of the school, but I think the efficiency might be ascertained, and the payment made in such a manner that it would not interfere with the independence of the master, nor prompt him to unduly force willing, and perhaps precocious students. I have often thought that the following system might be substituted:—Ascertain the average of the last three years' payment on results to any school, make a grant of an amount equal to the average, let examinations be held annually, and the position of the school noted by means of these examinations, and also by inspection." He proposed that changes should only be made every three years. Whether the change is made every third year or on the last three years is a detail that might be decided. It would enable us to get the report of a number of examinations.

CHAIRMAN.—That would be a great advantage.

8120. Most Rev. Dr. WALSH.—There is a brake put on against the occurrence of any abrupt change?—Yes. A question has been raised about the method of deciding the number of prizes that were to be given. At present you give one-tenth, I think.

8121. CHAIRMAN.—One-tenth of the number of passes is the maximum?—Some have advocated that there should be a definite line drawn, and that all who got above a certain percentage should obtain a prize.

8122. Yes?—In a large examination the variation in the nature of the examination is very much greater than the variations in the powers of the pupils. The pupils are very much more uniform thing to go by than the difficulty of the papers. The difficulty of the paper is merely in a certain number, say, ten questions. You cannot have this uniformity from year to year. They must vary. But the pupils, being perhaps 1,000, the changes and variation in the average pupil is extremely minute. Therefore, drawing the line by those who were in for the examination would be much the better way, I should have said. The only danger is that if you decide it by those who are in for the examination you might have the examination swamped by a number of students coming in who were not likely to pass, but who were presented merely to increase the number of prizes to be awarded. In order to avoid that I would fix a fee to be paid for going in.

8123. There is a small fee at present—half-a-crown?—If there was any suggestion that the pupils

were being put in merely in order to swell the numbers and thereby swell the number of exhibitions, I would increase that fee.

8124. The prizes in Trinity College are given very much upon the efficiency of the students; I mean the number of Moderatorships and prizes in the Junior year depends upon the amount of knowledge shown by the pupils. There is no hard and fast line. Do you think it would be safe to leave it to the Board——

Rev. Dr. SALMON.—There is a change now.

CHAIRMAN.—I am afraid I am very old.

Rev. Dr. SALMON.—On the contrary, you are too young. The old plan was that each examiner gave a prize in his own division, and then at the general examination it might happen that the cleverest men might be all under one examiner, and that would mean only one prize between them. There is a general examination, and the prizes are now not limited—I do not know the number—one in every thirty or something of that kind.

8125. CHAIRMAN.—Do you think there might be liberty left to the Board without any hard and fast lines; it might be necessary to give a greater percentage of prizes in the Middle Grade and in the Senior Grade than in the Junior Grade; do you not think it would be better to leave it without any hard and fast line?—I think the Board would be subject to a great deal of difficulty; they would find it very hard to decide, and the most uniform thing you can go by is the average pupil where you are dealing with a very large number. Of course, in the examinations in Trinity College you are dealing with a very small number in any one examination, so that you cannot go on the average efficiency of the pupil; but the most uniform thing you can have to go by is the average cleverness of pupils when you are dealing with thousands of pupils.

8126. Then you would say that it should bear some relation to the number of pupils who present themselves for examination?—Yes.

8127. Have you anything else to mention before we go to the question of applied science; mention your points in your own order?—I think it would be very desirable to have, as it has been proposed to have, an advisory committee on the papers. In the London University, there is a person—I do not know whether it is one person, but I always get letters from the Registrar, saying—"My committee find fault with such and such questions; they do not exactly mean what you intend; they are not in the course; they think there are too many questions of a particular kind." "My committee" is a great comfort to an examiner. Some examiners, of course, cut up rough when their questions are criticised, but I feel always that I am delighted if somebody else will take the responsibility of arranging what sort of questions will be asked, and I am quite ready to ask the questions in the way that "My Committee" advise, and "My Committee" are very wise generally in their recommendations; I have nearly always agreed with them.

Rev. Dr. SALMON.—I do not think you need press that point, because I think we are all agreed on that.

8128. CHAIRMAN.—Yes, we are all agreed?—About the inspectors. I think that it would be undesirable that they should be experts. I think that experts nearly always attribute too much importance to their own subject, and I do not think that the general education in a school should be subject to experts. I have carefully advised that in the case of a difficulty being raised as to the opinion of a general inspector upon a subject of an expert character an expert might be sent down just to decide whether the teaching in the different subjects is being efficiently taught. Ask any headmaster whether he does not consider himself competent to inspect his own school and to determine whether the teaching in the different classes is going on efficiently, and I think you will find that he thinks himself quite competent to inspect not only his own school but his neighbours as well.

8129. Rev. Dr. SALMON.—Do you think that the neighbours would like to be inspected by him?—I think they would if they knew that he was a headmaster in whom the general public had confidence as a successful headmaster, and if he did not carry on his own school at the same time.

8130. He would be an ex-headmaster?—He must be an ex-headmaster.

8131. CHAIRMAN.—Of course he should have a permanent position?—Yes, he should have a permanent position; I think so.

8132. Rev. Dr. SALMON.—Different schools are very different, and the kind of work that would succeed in one might not be so well adapted in another?—For that reason I would like to have a number of inspectors and do this triennial system. I think it might be well to point out the very controlling influence that even a small examination has upon schools. Before the Intermediate, the Trinity College examinations controlled nearly all the Protestant schools to a large extent by means of the high places at entrance. There were practically very few prizes before the entrance exhibitions were invented. There were sizarships, certainly, for the exceptional boys, but the general thing the headmasters looked to was merely high places at entrance, and I think from the evidence—I judge from this, I have not very much experience of Roman Catholic schools—I think that the Protestant schools on the whole at the time of the introduction of the Act seem to have been less influenced and less brought up to the mark than is indicated in the account which is given of Roman Catholic schools, and I think it must have been largely due to the influence that was exercised by the entrance examination into Trinity College, which was a very mild sort of competition amongst schools.

8133. Most Rev. Dr. WALSH.—Due to the common public test?—To the common public test.

8134. We had nothing of that sort at the time?—Even any sort of common public test is of value, and a very mild competition for it is sufficient.

8135. Rev. Dr. SALMON.—And no money?—Not any money at all.

8136. CHAIRMAN.—Hebrew prizes were the only things that you could get money in at the entrance?—Yes.

8137. About the science and commercial courses. Of course you are of opinion that sufficient encouragement is not afforded by the system as at present worked to the teaching of natural sciences?—I am of that opinion certainly, and I would call attention to the way in which the immense majority of those who have written on the subject here speak of science; they speak of science as if it were not an essential part of every good education. I think that a person who has not had a systematic training in how to deal with nature, and to speak to nature is very nearly as uneducated as a person who has not had an efficient systematic training in how to speak to his neighbours. It is quite as essential a part of human education that persons should be trained systematically to deal with nature as that they should be trained systematically to deal with their fellow creatures.

8138. Then you would make one natural science subject an essential to pass?—Yes, I would, and I would thereby be doing merely what has been done in nearly every other country except Ireland. If you look up what is universally recognised as being essential in schools, you will find that a science is recognised as such everywhere, and it is so recognised for its educational value, not because some knowledge of electricity might be of use to a student.

8139. Not for the actual knowledge that is conveyed?—No.

8140. But as an educational method?—Yes.

8141. Then, of course, it would be essential, as you have said before, that there should be a practical examination in that?—Certainly; that is absolutely essential.

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8142. That one observation would render essential a change in our Act?—Yes. I think that as far as the science is concerned even at present, if we had inspection to see that the science was properly taught at the schools, and an examination by the inspector to see that the pupils had learned that science, and that that was all considered as a part of the inspection, and if only those pupils who had qualified in the inspection were let in for the examination in science, I think that the examination in science, even in the competitive part of it, might be all right.

8143. I quite agree; but even that would involve an alteration of the Act. At all events you would be satisfied with that?—Yes, I would be satisfied with that.

8144. You know the numbers of marks that are attached to the various natural science subjects in our programme?—Yes.

8145. You think that those numbers ought to be largely increased. I think you say that we ought to give marks for natural science equal to the sum of those given for Greek and Latin?—Yes.

8146. That is 2,400?—Yes.

8147. But you would not, of course, do that if you were unable to have a practical examination which would be taken into consideration in the passing of students?—No, I certainly should not; I do not think so at all. I think it is very little use, indeed, to teach students natural philosophy of any kind if you do not give them an opportunity of practical experience.

8148. Are you of opinion that we ought to frame our rules in such a way that a student would be able to pass an examination in, say, English, a modern language, a little mathematics, and practical science, in the same way and with advantages similar to those that he and his teacher would have in a grammar school course?—I am.

8149. In order that there should be no element that would determine the choice of teacher as to the course to be adopted, except that of choosing which was best suited for the student?—Certainly.

8150. You would like also that there should be a commercial course framed in the same way, and bringing the same advantages to the student and to the teacher?—Yes; but I think it would be very necessary to arrange the commercial course judiciously, and I am not at all sure that what is called "commercial French" is an essential part of an Intermediate school commercial course. I do not think that that makes it commercial.

8151. Are you not of opinion that these subjects that are called "commercial French" and "commercial German" might be left out of consideration altogether, and that a course could be framed which would be suited to a student in his after life in a commercial career?—I do.

8152. For instance, that he should learn some natural science, some mathematics, at least one modern language, should have a good knowledge of English, that writing should be attended to, that he should be a first-rate arithmetician—I do not know whether it should be a condition that he should learn book-keeping or not. There are great reflections cast upon our examination in book-keeping; but it would not be beyond the art of man to frame a good course for students whose after life was to be commercial?—I do not think so.

8153. And you think it ought to be so framed as to be of equal difficulty with what I may call the grammar school course, and that the rewards to the student and the rewards to the teacher should be identical with those in the other courses?—Yes.

8154. Unless you have anything else to mention, I do not think I have anything more to ask?—No, I think I have gone over almost everything that I have a note of. I have got here a note about a consultative committee of headmasters.

8155. We are all agreed upon that?—That is a consultative committee of examiners; this is a consultative committee of headmasters.

8156. I shall be glad if you will say anything you wish to say on the subject?—I think it would be desirable that the Board should have a consultative committee of headmasters. Although headmasters are necessarily very conservative, because they do not like to have the trouble of having things changed in their schools, still I think there are a great number of things in the practical working of the system which, if they commended themselves to representative headmasters, it would be very desirable that they should have some means of bringing officially before the Board.

Rev. Dr. SALMON.—We constantly have applications from headmasters, which are considered with great respect and attention; I do not know exactly what we should gain by appointing a committee of our own consisting of headmasters.

8157. CHAIRMAN.—But I suppose you mean, Professor FitzGerald, that the headmasters themselves would appoint the committee?—That is what I would rather see.

8158. Rev. Dr. SALMON.—That would be my idea, and I think that that is what they have done. We constantly have applications that come to us, some as representing Roman Catholic schools, and others as representing Protestant schools. It is a recognised thing that we receive with great respect anything coming to us from headmasters?—I am not sure but that it would be desirable to have an officially recognised committee.

8159. CHAIRMAN.—There is a suggestion that you have made which is very attractive, and I would like to see if you can meet the practical difficulties that occur to me in reference to it. The suggestion is that a considerable number of our examiners should be persons who have had experience in teaching the students of the ages of those that they examine?—Yes.

8160. Of course the difficulty is that we cannot have a headmaster who is actually teaching in Ireland at the time?—No.

8161. Very well. When they retire from that honourable position, the duty of examining 1,000 answer papers that we are obliged to put upon our examiners is so serious a burden that it might not be easy to get a gentleman who had retired from age or otherwise to undertake that duty?—Therefore I would relieve them largely by the system that I have mentioned as to the assistant examiners. For instance, in London Matriculation, the other day, I suppose there were over 1,000 candidates—there generally are at the January Matriculation—and I do not think I looked over more than about thirty or forty papers, and even then it was only looking over papers which had been already looked over to see that I approved of the system in accordance with which they were marked, and to decide in the case of candidates that were on the border line exactly whether they were to pass or whether they were to be stopped.

8162. O'CONOR DON.—But there was no competition between the students there?—No.

8163. That makes all the difference, does it not?—If you have got a pass examination and an honour examination you would have a very much smaller number going in for the honours each time and a very much larger number going in for the pass.

8164. CHAIRMAN.—If it were divided into a competition and a pass examination you would easily dispose of the great bulk of the papers given at the pass examination by having some ex-headmasters who, you would say, should be the senior examiners, and they would be assisted by assistant examiners?—Yes.

8165. In reference to the examination in the competition for honours?—I do not think it would be so essential in the case of competition that the papers should be what is called "fair" as it is that they

should be in case of the pass, because in the case of the competition, if the paper is a little too hard, or if it is harder than usual in that kind, it tells equally upon all the country.

8166. You would not object in reference to the competition papers to having distinguished university men as we have at present?—No.

8167. Rev. Dr. SALMON.—I am sure that my experience of headmasters is that they are a very unequal lot, and I think our present system is better than the one you suggest. I was at a school myself where there was a most admirable master, but he was not a high scholar at all. He was succeeded by one who was a high scholar, and he made a mess of the school. Then there was another school that I was acquainted with and went to, and the head-master was a man of very high qualifications. I went to the school, and I found he had not a single moment for teaching; that with all the ordinary work of superintending a great establishment, and looking after the other masters, and all that, he really had not the time to get practical experience of teaching. I think you would agree with me that we should not tie up our hands by any definite rule that the examiner must always be a headmaster?—Oh, no; I think so. Of course this is only a counsel of perfection.

8168. We must use our best discretion?—Yes.

Mr. Justice MADDEN.—I think the Chief Baron has taken you through all the questions that were present to my mind, and you have given us very great and valuable assistance, and I have nothing more to ask.

8169. Rev. Dr SALMON.—I have very little to ask you. There is one thing I did not quite understand about the beginning of your evidence. You will recollect that what we have chiefly to do is to distribute a sum of money between different schools, beginning with children, as you take it, at the age of ten?—Yes.

8170. The question is whether, when we are distributing the money between the schools, we are to take into account those very young boys?—I would, by means of inspection. I would let the inspector inspect the junior classes in the school.

8171. There is another thing that is put upon us. At that age it is only primary education that the children are capable of securing, and then we are told that we are over-stepping the line between us and the National Board, that the National Board ought to look after this education of a low order. You remember that the people who deal with us are not all high class schools, and if we do not make a sharp line of distinction between what is more properly the business of the National Board and what is our business, I think we shall find our toes very severely trod on?—I think inspection would just enable you to do that, because you can have a report from the inspector as to what proportion of the classes in the school are boys over ten years old or twelve years old, and what proportion were under that age, and if there was a very large number of pupils in the school under that age. I am not sure that I would not cut off that school entirely as being a fraud, and not being a secondary school at all. I would require that there should be a certain proportion of boys in a school above a certain standard of instruction—not that it should be like one of the National Board's model schools in which there were three boys perhaps in the sixth class, and all the sixth class sent in for the Intermediate.

8172. It is not only the age of the boys but the subjects they are learning, if you go in for a capitation grant. You made an objection before to giving exhibitions according to the number of pupils presenting themselves for examination, that pupils might present themselves merely for the purpose of swelling the number of exhibitions. The very same thing applies to a capitation grant. If you assume that all schools are thoroughly conscientious and high class and never resort to anything unfair it would be different, but I think that unless there is some check upon the number being swollen for capitation purposes with boys who are not taught properly we shall get into difficulties?—I would have expected that the inspectors would be able to determine that.

8173. That is a difficulty that I have—of trusting to the report of the inspectors?—I have no difficulty about trusting the report of the inspectors. I do not think there is any difficulty about trusting inspectors, especially when you have got a number of different inspectors.

8174. I can trust the inspectors in regard to things that they know, but not in regard to things that they have no means of knowing. Unless they examined every boy in a class how could they know? The examination might be very good indeed; a few of the boys might be very good indeed, but there might be a great number of other boys who are what I might call "bogus" boys?—The question is whether the class examination is satisfactory, and whether it is desirable or necessary to examine every pupil in a school has been tried in England, and I think it has been universally recognised that a class examination is perfectly satisfactory in a great number of subjects; that is, the teacher puts forward certain pupils to be examined, and the inspector chooses himself from the class certain pupils to be examined, and that then he asks questions, and, as a matter of fact, no large body of boys in a class can be neglected under a system of inspection of that kind. It is the system which is adopted with reference to all except what are called "specific subjects" in England, and it has been on the whole very satisfactory.

8175. I feel that I have a great objection to the capitation grant?—I am sufficient of an experimental philosopher to think that when an experiment has been tried and found successful it overweighs all *a priori* views of what might be expected.

8176. I do not trust to other people's experiments if I have no means of knowing who the people are. To come to your plan of leaving it altogether to the schools to give exhibitions, I am sure there are a number of very high class schools that we could completely trust with money, and we could leave it to them whether they should give exhibitions or not. But there are a large amount of struggling schools Are we to leave it to the conscience of the schoolmaster whether he will give this money for distribution amongst the students or put it into his own pocket? I do not think that would be right?—Personally, I do not think that the giving of exhibitions is at all a particularly desirable thing.

8177. You would rather give no exhibitions?—I would rather give no exhibitions, but if the school desires to give the money in exhibitions I do not object. Therefore, I would rather give the whole money to the schools, and let the schools decide whether it should be for exhibitions or not. I would not say that it should be earmarked for exhibitions. I think it would be a great deal better if a school did not give exhibitions at all.

8178. Another difficulty is about "leaving" examinations and trusting to them for the purpose of the distribution of money amongst schools. What we want to distribute is for the purposes of teaching, but when a boy goes away from school it is just the time that you do not want to give any money for his education. I have a difficulty in making the result of a "leaving" examination the test of what a schoolmaster is to receive for his trouble? I think there is a certain amount of difficulty about it, but at the same time I do not think it is very serious. If the teaching has been good for the last three years, and you pay for it, I think you may trust that school, that the teaching would be good for the next three years.

8179. O'CONOR DON.—I have only one or two questions to ask you. Putting aside the question of

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having any payments depending upon inspection, supposing we adopted the system of having pass and honour papers, is it your suggestion then that the pass papers should be made so easy that 90 per cent of the students should pass?—Yes.

8180. Now take, as an example, under our present system, what I am going to give you. Supposing there are three schools, each with 100 students, and that one of these schools passes 50 per cent., another 30 per cent., and the third only 20 per cent.; and supposing that the money that is divided amongst those three schools is £100—any figure will show my argument as well—under our present system one school gets £50, another £30, and the other £20, assuming the number of students to be the same in each. Do you not think that the school which passes 50 per cent. of its pupils is most likely to be a more efficient school than the others?—I do.

8181. If the examination were made so much more easy that all those three schools would probably pass their 90 per cent., our sum of money being limited, would not the result be that the more efficient school would receive less, and the less efficient school more than they do now?—I do not think that there would be the same difference between the schools that there is at present. I think it would be better than our present system. There are difficulties in every system.

8182. What I want to point out is, would not the result be, that our sum of money being a limited sum, and the change that you propose being merely a change in the division of that money between the schools, the result of making the examination papers so much easier would be that the less efficient schools would get more than they do now, and the more efficient schools would get less than they do now? Is not that a necessary consequence of the change?—It is a necessary consequence of the change, but I do not agree with your statement that that is the only effect of the change. I think that the most important effect of the change is, that by teaching for that kind of examination all the schools will be very much improved.

8183. Mr. Justice MADDEN.—You think there would be levelling up?—Yes, and the immense want to-day is to improve the teaching in the schools. The kind of examination that you have at present makes the teaching in the schools bad; but the teaching for an examination in which ninety per cent. of the pupils will pass, will be a very much better kind of teaching, and therefore for the sake of dividing this money with a sort of poetic justice among the schools, you are sacrificing all the children in Ireland.

8184. O'CONOR DON.—Coming back to what I said, although it might have the result of raising the efficiency of the teaching in the schools that got, under my example, only twenty per cent., would it not naturally have the effect of diminishing the efficiency of the teaching in the school that got fifty per cent?—No, I do not think so.

8185. They will not have the same incentive to have the good teaching that they have now, when by a less efficient teaching, they can gain exactly the same results?—I do not think that. If you apply a test of that kind at all, and if there are teachers who are capable of doing good teaching, and if you have inspectors to see that they are teaching right——

8186. But in the beginning I asked you to leave out payments on inspection?—You are leaving out the part of Hamlet.

8187. I want you to assume that we are depending upon our present system. Therefore, I beg you to put that out of the question. Assuming that we have no inspection?—Even though we had the present system, and we made no change except that of introducing the pass and honour papers, I think it would improve the teaching even in those schools—even in the schools you are suggesting; because I do not think that the only motive that induces teachers to teach their pupils well is the result of getting over fifty or sixty per cent. of the money prizes that are given.

8188. What would be the motive that would induce them to teach better when they will get less?—That is assuming that the obtaining of money is the only motive that exercises on the teacher. I think that that is a comparatively small motive with the majority of teachers. It is a considerable motive, but it is not at all the only motive.

8189. I did not suggest for an instant that it was the only motive, but I should like to know what is the additional motive that does not exist at present, which would exist if this scheme were adopted in the good schools. The good schools have at present all the moral motives you can imagine, and they have also the additional motive, whether it be a desirable one or not, of gaining a considerable sum of money. Under your proposal, you admit that they would lose some of that money. What is the additional motive that would supplant whatever little influence that pecuniary motive might have?—I say it is not a motive. I am providing them with no additional motive, but they would have a better system of examination to work for.

8190. Why would they have a better system of examination?—Because I say that a system of examination in which the examination paper is so framed that the average pupil answers about 90 per cent., and a system in which 90 per cent. of the pupils in the examination pass, is a good kind of examination for a teacher to work for. But the system of examination that we have in the Intermediate system in Ireland is a rotten bad system of examination for teachers to work for, and the consequence is that even the best teachers are not doing as well as they could do under any other system, not because I would have provided them with stronger motive, but because I would have provided them with a very much better kind of examination to work for.

8191. You think that the easier the examination the better it is?—The easier an examination is the better as a pass examination, infinitely better. I think that a hard pass examination is a rotten bad kind of examination for teachers to work for.

8192. Rev. Dr. SALMON.—For instance, take a school that takes higher subjects afterwards. As far as you know it is the better plan to have an examination that a larger number of pupils would pass, but would that give any encouragement for a higher standard?—I am not supposing that all schools will pass 90 per cent.; there will be some variation, but what I understood from the O'Conor Don was that you cannot expect the same variations between 80 and 70 and 60 that you have between 50 and 30 and 20, and I would not expect the same variety.

8193. O'CONOR DON.—Of course, I suppose you would admit that in almost every school, even in the very best schools, there are a certain percentage of pupils who will not pass any examination at all?—Take the case of the National Board schools, there are plenty of schools that pass 95 or 96 or 97 per cent. of their pupils; I say that those are good examinations.

8194. Then in the example that I have given, my best school, the one that passes its 50 per cent. now, would probably have a few students that would not pass?—They probably would pass 95 per cent.

8195. And the others might pass 90 per cent. There would be that slight difference between them. But you quite appreciate the point that I put—that the good school, as far as the payments on results go, would lose by the change?—It would.

8196. Rev. Dr. SALMON.—It would be keeping the pace of the convoy to the pace of the slowest ship?—It is in the pass examinations.

8197. Mr. Justice MADDEN.—You think that the advantage to be derived from levelling up the lower class of school would counterbalance any disadvantage?—I think it would not only counterbalance any disadvantages, but it would be improving the good

schools as well. It would be a very great improvement in the good schools; the teaching in good schools would be very much sounder.

O'CONOR DON.—That is a matter of opinion, I think.

8198. Rev Dr. TODD MARTIN.—You have laid it down that the level of the pass should be the stupid boy?—The well taught stupid boy ought to be able to pass.

8199. The well-taught stupid boy. And you think that making that the level of the pass would raise the general standard of the schools?—Certainly, yes. I think that if you had an examination of the character that would be required in order that the stupid boy well taught should pass it would be a so much better kind of examination than at present exists, that the general teaching of the schools would be very much improved.

8200. But supposing a teacher had his eye on passing as many as possible, taking an average boy—not a stupid boy—much less teaching would bring him over the pass level?—Yes, in a sense less teaching. He would actually be taught in a very much sounder way; the teaching would be very much sounder. I have got myself to teach a considerable number of medical students who want to pass in experimental science, and I am quite satisfied that if I gave a hard examination, and expect them to answer hard questions, the result would be that the great majority of those boys do nothing except learn off answers, and do not understand one word about what they are talking. But if I give really easy questions about the elements of the subject, and ask questions of the very simplest kind, the students that have not been properly taught, that have been taught in that inefficient way, they all come to the most horrible grief, and all the general body that have been properly taught pass with flying colours.

8201. And the teaching of all the others should be arranged to suit that lowest class?—No; the examination should be arranged so as to encourage the best kind of teaching, and I say that the best kind of teaching is encouraged by an easy examination with a high mark required to pass.

8202. The difficulty was raised by the Provost of how you would keep this board from being swamped by junior pupils who ought really to be in the elementary schools. I did not quite see how you met that difficulty?—In the first place, we in Ireland do not generally send those pupils that are going to go to Intermediate schools to the National schools. It is only a very small number of pupils in National schools and what are called elementary schools that go to Intermediate schools. The only large body that have got a sort of combined National and Intermediate school are the Christian Brothers, and with regard to the Christian Brothers I think that some pressure ought to be brought to bear upon them to separate their elementary schools from the Intermediate schools, so that if they want to run both they should run two different schools. That would be desirable. If you want to prevent the primary schools from benefiting by this Intermediate education you should arrange that a certain proportion of the scholars should be in the higher classes.

8203. Then the Intermediate schools on your plan would be filled by pupils from the middle classes, with, I suppose, some brilliant boys from the elementary schools?—Certainly; that would be my ideal.

8204. And supposing that the relation of the girls to the boys in the system is maintained the same as at present, how would you control the girls' schools so as not to have an undue proportion of elementary pupils there?—In the same sort of way. I would arrange that in each school that benefited under the Act there should be a certain proportion of the pupils in the upper classes. I think it would be very desirable in any system that we might have that the modern school and what I might call the modern side and the professional side, the university side, should not be separated into two different schools. In Germany they have got a system of having the *Realschulen* and the *Gymnasia* as two separate schools. They are training up the commercial class and the professional class in two different sets of schools, one class goes to the universities, and the other goes to the polytechnics. I think the results are most disastrous socially; the separation between the two classes is most undesirable, and the Board ought to try their very best to keep the two classes of scholars in the same set of schools.

8205. Is your objection on the social ground, not educational?—Almost entirely on the social ground. I think the social ground is very important. That is one of the reasons for trying to introduce science.

8206. Mr. Justice MADDEN.—You make it equally worth while to the master to develop the science side as well as the grammar school side?—Yes.

8207. Rev. Dr. TODD MARTIN.—You are very well aware of what I might call the policy of the Act under which we have to administer this system of Intermediate education—that is, that the State endeavours to assist a school, withholding itself altogether from taking notice of the internal arrangements?—Yes.

8208. That is what one might call the policy of the Act?—Yes.

8209. You propose a wholly different policy—that is, that the State shall intervene and inquire into the internal arrangements of the school?—I do; in some things I think the policy of the Act is very bad.

8210. You have taken all that into account?—Certainly.

8211. Dr. BARKLEY.—You have had some experience as one of our examiners as well as an examiner for other bodies?—Yes.

8212. In what particular subject were you examiner for us?—In experimental physics.

8213. And I think you have ceased to be one of our examiners?—Yes.

8214. Have you noticed the papers that are set since you examined for us yourself?—I have, from time to time.

8215. Do you think there is any ground for the statement that the examination is gradually becoming more difficult than it was?—I do not think there is much difference in the experimental physics, but it is a result that I would anticipate as being a natural result. It is one of the things that can hardly avoid happening, because there being a limited amount of money, and it really being a question of competition, it must necessarily get harder as time goes on.

8216. Do you think there is a tendency in that direction at any rate?—I think so; yes.

8217. As regards the scientific subjects, I am not quite clear whether you propose a distinct course for candidates in science, or whether you propose simply that more value should be given to science in the present course?—I would prefer a course in general elementary science rather than the course that we have at present in specific sciences. I would rather have the boys in the school learning a little physics, a little chemistry, a little botany, and so on, and have a general course in general elementary science—something like what is sometimes called "physiography."

8218. Your idea is that it ought to be a part of the course of study for boys and girls generally?—Yes.

8219. Not a distinct course parallel with the present course?—No, although some science should be compulsory for all students.

8220. That is what I wanted to be clear about. Does the same apply to the commercial subjects? Would you have a parallel course or would you be disposed to simply give the commercial subjects somewhat more weight in the present course?—I think, on the whole, it is almost impossible to arrange the marks that are to be given in the two classes of subjects—the commercial side and the university side—so as to really balance them.

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8221. I am not quite sure whether you understand our present system. In our present system there is no distinct commercial side, but there are certain commercial subjects which may be taken in addition to other subjects so long as the total number of marks is not exceeded?—Yes, I think it is almost impossible to arrange those marks in such a way that it pays a school equally well to take up the one series of subjects as the other series of subjects; it is practically impossible, and the consequence is that each school will force all of its pupils into one or other groove independently of the interests of the pupils themselves, and on account of the great difficulty of balancing the marks I would rather have two separate courses that were not in competition with one another.

8222. You seem to be under the impression that under our present system the commercial side was somewhat at a disadvantage. The fact is that under our present system the students on the commercial side compete with the students on the classical side for the exhibitions, and get the exhibitions if they obtain sufficiently high marks. In addition to the exhibitions which are obtained in this way a number of prizes are given on the commercial side to students who have not got exhibitions. So that if there is any party favoured in the present system it is the students who take up the commercial course?—As a matter of fact the marks are so arranged that the favouritism is the other way.

8223. There are a number of students who take up commercial subjects and secure exhibitions simply through adding commercial subjects to the other subjects they have taken up?—But are there a large number of students who are learning commercial subjects only for the sake of getting exhibitions?

8224. I think it is quite possible that there are?—I would have said not from my general idea of the courses at present.

8225. I think it is quite possible that there are. When the results of the commercial course are put before the Board we are told there are so many students who have secured exhibitions, and are, therefore, out of the running for the commercial prizes, but who have taken up commercial subjects, and would have been in the running if they had not got up to the exhibition standard, so that the prizes are given to those who have not got up to the exhibition standard?—You must recollect that the number of students to whom commercial education will be of advantage in Ireland is about 60 per cent. at least, or 70 per cent. of the pupils in the schools, but, as a matter of fact, I think it is extremely unlikely—I am almost certain it is not the case, that anything like 70 per cent. of the exhibitioners are pupils that have taken up commercial subjects; they have been driven to take up the other subjects that pay so much better for the exhibitions, notwithstanding that they are not of value to them in their course of life.

8226. Would it be part of your proposal that students on the commercial side should be exempt from any language other than English?—I think that all persons who pretend to have a secondary education should learn some language besides their own.

8227. Would not that reduce your percentage very largely; many of those who go in for commercial life go in for commercial life without having taken any language other than English?—I do not think that this Board ought to encourage that.

8228. So that we should not be dealing with 70 per cent., but with so many of them as chose to take up Intermediate education?—I think if you adopt the proposal of having a commercial course in the Intermediate and the University course running side by side, with equal advantages in each, and if you introduce this pass examination, you will find that at least 70 per cent. of the pupils will put up for the commercial course.

Mr. Justice MADDEN.—We require a modern language for all pupils.

Dr. BARKLEY.—We require either an ancient or a modern language; we do not require all of them to take up a modern language.

8229. Mr. Justice MADDEN.—One language other than their own?—I think it would be desirable for Ireland that you should set that before you as an end to be attained. That 70 per cent. should take up a course which would be of use to them in commercial life.

8230. Dr. BARKLEY.—With reference to the separation of pass and honour questions. The system which you propose would make that very simple, because pass questions would be taken one year, and honour questions the next. But do you propose that it should be obligatory on the honour students to have taken up the pass questions the year before and secured a pass?—I think it would be on the whole probably desirable. At the same time, I see that there are difficulties in the way. A pupil might have happened to be ill the year before.

8231. But there is also the difficulty that we at present require students to have carried on their studies in Ireland for one year before the examination. If they are obliged to take part in the pass examination then they must have carried on their studies in Ireland for two years?—To get honours they would, but I would not be very particular about that. As a matter of fact, I think you would find that the teachers insist on the pupils practising the pass questions in order to be able to answer the honour questions.

8232. Great stress has been laid on the necessity of the honour students showing their ability to answer some pass questions. How would you meet that difficulty?—I do not feel the difficulty.

8233. The idea is that the competition papers deal rather with the difficulties of the subject than with the general principles which all students ought to learn, and that a candidate for those papers may be ground up simply in the difficulties of the subject and not properly taught the subject itself?—That is not a danger especially if you inspect the schools and pay them largely for sending in all their pupils, or as many as they possibly can. But I would not pay a school much for sending in these students. I would expect that the advertisement of getting the honours would be quite sufficient, and I do not think that in that case schools would be tempted to grind up a large number of mediocre students in order to have the chance of getting an honour in that way. There is a danger of it, but I think it would be minimised by the system I propose.

8234. Under our present system it has been suggested that the difficulty as to pass and honour questions might be met, to some extent at least, by putting pass and honour questions on the same paper. You might make it a rule that a candidate taking up the honour questions should not be required to answer more than a certain percentage of the pass questions, or certain questions might be specified amongst the pass questions that he ought to answer, and he might be exempted from the others and simply required to answer a proportion of the pass questions and to do as many as he could of the honour questions?—That would be a very great complication, and very unnecessary. It would be a great deal easier to have separate papers. I do not think there would be any essential difference between that and giving separate papers, because the honour paper might have these marked questions which you describe upon it, so that there really would not be any difference between your proposal and that of having two separate papers.

8235. So long as the competition principle exists it would enable pass students to do something better than a mere pass—to get something like an upper

pass—which, perhaps, would help towards an exhibition?—Yes, but I think there is a great difficulty in mixing the pass and honour questions. It is so dangerous that I would be willing to sacrifice something for it.

8236. Most Rev. Dr. WALSH.—You attach great importance to the separation of pass and honour questions, not merely the separation of the questions on the same paper, but having the pass questions and the honour questions set on totally different papers?—I do. I attach great importance to that, because the proposal that I am objecting to is one in which the honour candidate is expected to answer the pass questions as well as the honour questions, and that, I think, is the only way in which it is necessary to have them both on the same paper.

8237. Do you recognise this as an additional argument in favour of your view—an additional reason for it, that if there are two sets of questions put on the same paper, it will involve the necessity of putting some more or less complicated directions for the guidance of candidates?—Yes.

8238. And I suppose candidates, in the flurry of an examination, are not very likely to attend to directions of that sort?—No.

8239. Will you kindly look at that calendar (*handing book to witness*), in the beginning of the regulations of the Intermediate Education Board. You will see that we have taken the trouble of giving very careful directions to headmasters, and have gone to the trouble and expense of printing the dates even in a different colour, but we cannot get some of the headmasters to attend to those directions, although there is a heavy fine imposed in case of inattention. Is it not a fair inference from this that it is better not to expect too much from the boys?—Yes, I think so.

8241. In reference to science—natural science. Do you wish to have it made a subject for all the pupils?—Yes, I think it is an essential part of the education.

8242. You consider that it is at least as important from the educational point of view as a good deal of what goes on in the schools under the name of teaching English grammar?—Yes. I think it is as important as that they should learn a foreign language—another language besides their own.

8243. As a member of the Manual and Practical Instruction Commission on Primary Schools, you are aware that it was a unanimous recommendation of that Commission that science should be made a part of the ordinary teaching, even in primary schools?—Yes.

8244. It would seem to be a very strange anomaly that, having had it taught in the primary schools, students should have to drop it when they came into the secondary schools?—I think so.

8245. What do you think of our present arrangement with regard to botany—having it as a subject of examination for girls, but not for boys?—I think it shows that the opinion as to the nature of botany is quite wrong. It seems to be that of ——

8246. Fixing up flowers in a drawing-room or on ladies' dresses, perhaps?—Yes.

8247. How could we, under our present system, conduct a satisfactory examination in botany?—I think it would be very difficult.

8248. Practically impossible?—Yes.

8249. That would be an argument in favour of a change in the system?—Yes.

8250. Would it not be possible and easy to have a good examination in botany if the examinations were held in the schools?—Yes.

8251. It would not be at all necessary to have the same specimens or the same plants brought to every school in Ireland—plants of the same kind?—Certainly not, for pass examinations; there is not the necessity for the same uniformity.

8252. Do you think it is desirable to continue the examination in botany at all if we are not in a position to have what you regard as a proper examination?—No.

8253. You would prefer seeing it altogether abolished?—Yes, and music, too.

8254. But, in music as well as in botany, you would be anxious to see a real examination and test?—Yes.

8255. Which could be secured on the lines you suggest?—Yes.

8256. Are you aware that there is a system of examination in practical music in actual operation in this country at present, held by the Royal Academy of Music?—Yes.

8257. It works without any difficulty, as far as it has been tried?—Yes.

8258. You made an important suggestion about a consultative committee. You do not see any difficulty in the formation of such a committee?—No.

8258A. You are aware that there are at present two committees—at least two—of headmasters, one on the Catholic side and one on the Protestant side?—Yes.

8259. You do not think that the relations between those two bodies are such that they could not agree amongst themselves to send up a joint committee to confer with the Board?—No.

8260. Are you aware that that was actually done at one time?—I did not know that.

8261. I was a member of such a committee myself—a joint committee of three Catholics and three Protestants—and we met at Hume-street, I think, every day for a week, with the two Assistant Commissioners present, one sitting at one end of the table and one at the other, when the programme of the Intermediate Board was first being drawn up. You would consider it very desirable if there was some continuance of such an arrangement?—Yes, in order that the Board might keep in touch with the headmasters in an official way.

8262. Are you a member of the Teachers' Guild—I think I saw your name on the list of the council?—Yes; I am a member of the council.

8263. And your name is amongst those who have signed the recommendations?—Yes.

8264. I observe amongst their recommendations there is one in favour of inspection of schools?—Can you give me the page?

8265. What I refer to is on page 120. They recommend that an inspector should be appointed for three purposes: first, "to look into the efficiency of school buildings in the matter of accommodation, sanitation, &c." ?—Yes.

8266. You do not think that would be an unreasonable interference with the liberty of the subject?—Certainly not.

8267. Secondly, "to look into school organisation, with reference to time tables, hours of study, educational equipment, and other kindred matters"?—Yes.

8268. You do not contemplate, I hope, that there should be a cast-iron programme drawn up in Hume-street, to which all the schools of the country would be obliged to conform as regards hours of study and so on?—I certainly hope not, but I think they might report in the case of a school in which the only recreation of the pupils was what has been spoken of here—repeating their lessons for the day.

8269. But might not a really elastic programme be drawn up?—I think so.

8270. Thirdly, "to conduct examinations in practical subjects and oral parts of languages, to inspect the method of teaching, and to report on such subjects"?—Yes.

8271. These are the recommendations of the Dublin and Central Irish Branch of the Teachers' Guild?—Yes.

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8272. The matter was fully considered by the Guild, I suppose, before they made those recommendations?—Oh yes, there was a committee appointed, which went into the matter and carefully considered it. I might call attention to one point I was very anxious to have altered in the original programme as drawn up, and that I succeeded in persuading the Guild to alter, and that was that the requirements to be fulfilled by the inspectors. One of the requirements, you will see there, is that "they shall be persons of established reputation as authorities on the theory and practice of education." What was originally suggested was that they should pass an examination. Now, I do not think the passing of an examination is a satisfactory way of testing inspectors of this kind.

8273. Certainly not; it would be most unsatisfactory?—I have explained that they should be appointed rather in the sort of way that judges, bishops, and so on are appointed.

8274. It is proposed also that they should be graduates of a university; but I suppose that could hardly be enforced for some time?—I do not think that would be at all necessary.

8275. I do not quite understand your proposal as to the payments to the schools. It is not at all in the nature of a results system—payment on the individual results of the examination of the children in the schools?—No; I would pay the school partly on the results of the examination and partly on the report of the inspector.

8276. Now, taking the part that depends upon the examination, as distinct from the part that depends upon the inspection, how would the amount be calculated for a given school as regards this part of the grant?—It would be calculated partly by the numbers that would be sent up for the examination and partly by the way in which the average child answered.

8277. So that it could not be said that a particular sum of money, say, £15, was earned by a particular child for the schoolmaster?—No.

8278. You also consider that a course of three years should be taken into account before the amount would be determined?—Yes.

8279. I think we ascertained from the Report of the Manual and Practical Instruction Commission, that in England a change was not made in the grant to a school upon an unfavourable report being given for one year?—No; the school was warned.

8280. The school was given a certain time in which to reform. Now, let me point out another thing that occurs to me as an incidental advantage of your system. Suppose we were introducing this combined scheme, as I may call it, making the grant depend upon two factors instead of one, the influence of the new element would be very much less in the first year of the working of the scheme, if that first year was to be taken into account only as one of three, than if we were to make the payment on the year itself as an individual year?—It is a sort of way of breaking it up into three stages.

8281. Almost everyone who has given evidence here in favour of making any such change has pressed it strongly upon us to make the change gradually. This would make it very gradually, indeed; and that you would consider a further advantage in the scheme?—I would.

8282. I take it you do not at all approve of having the schools tied up as they are by the uniform rigid code that we send out from Hume-street every year, prescribing the particular books to be read in the different languages?—No; I do not think that system of forcing all schools to teach the same course is at all desirable. I think freedom is most desirable, and I think one of the reasons why at present boys are sent to English schools is because you can get a choice of schools; you can get one set of schools suitable for one set of boys, and another set of schools suitable to another set of boys.

8283. Do you agree with this, which I find in the Report of the English Commission on Secondary Education: "It is worthy of notice that much that is best in our public secondary schools is due to the fact that, in matters affecting curriculum and the choice of educational methods, almost absolute freedom has traditionally been left to experienced teachers." Does that correspond with your experience?—Yes. At one of these meetings held during Christmas time, which was reported in the recent "Journal of Education," the teachers reported very strongly in favour of inspection, and passed a resolution against any sort of examination. Therefore it would seem that, instead of being, like the Irish teachers, anxious to have examination and no inspection, these English teachers are all for inspection and no examination at all.

8284. In your view, the proper function of the central educational authority would be to see that each school had a proper programme?—Yes.

8285. A programme on which the pupils of the school would be able to get a good education?—Yes.

8286. And, secondly, to test the work in some way—possibly by examination, for a time at all events—and to see that the examination was *bona fide*—that there was nothing bogus about it?—Yes.

8287. Do you agree in this statement (this is the last point I shall put to you)—it is a statement of Sir Joshua Fitch's, and he says: "The first thing to secure is that there should be a public guarantee of efficiency, and the second that there should be the largest possible liberty, both to teachers in regard to their methods and plans, and to governing bodies in regard to the educational aim and scope of the various schools?"—Certainly.

8288. O'Conor Don.—I wish to put just one question to you. Do you think that a larger proportion of Irish boys are sent to England to be educated now than before the introduction of the Intermediate system?—I do not know that there are.

8289. I thought I gathered from one answer you gave me a moment ago that you did?—I am not sufficiently well up in the statistics to know, but I think it is largely because a lower class in Ireland are availing themselves of Intermediate schools than did before. I think a larger proportion of the classes that did formerly use the Intermediate schools in Ireland are now sending their boys to England, because the Intermediate schools in Ireland, to my mind, have in a great many respects deteriorated, certainly in comparison with the English schools: the English schools have gone ahead in their arrangements until they are out of all proportion better than the Irish Intermediate schools.

8290. Do you make that remark with regard to a greater proportion of boys naturally belonging to the Intermediate schools in Ireland going now to England, from any practical experience or knowledge of your own, or is it merely that you have an idea that it is likely to have been so?—It is the impression I have get from speaking to people in the rank of life to which I am accustomed, that I think there is a larger proportion of them anxious now to send their sons to England, and a great many of them give as an excuse that they will be sent in for the Intermediate examinations in Ireland.

8291. Most Rev. Dr. Walsh.—There was one question I forgot to ask you, so I will put it to you now, if I may. We have had some evidence here that the result of the continued working of our examination in natural philosophy, such as it is, has been to get rid, not of real natural science, but only of sham natural science in the schools, and that in fact we have now eliminated all the defective work, so that what remains is natural science, in the true sense of the term, properly taught. Speaking as an expert, do you think examinations conducted as ours are could have any effect of that sort?—I should consider it very strange if it had; the result has been quite the reverse, I am sure.

8292. I should wish you to consider this report. It is the report of the examiner in natural philosophy in

the Senior Grade in 1897—the latest published report of the Intermediate Board. He says: "The general impression I formed was that most candidates had got up their work only from books, that it was imperfectly prepared, and that they read the least amount which they thought would satisfy the examiner." That goes to show, I think, that there is a good deal of downright sham work going on under the name of natural philosophy?—I think so.

8293. Bearing in mind that the examiner speaks thus of the majority of the candidates, what do you think of it in connection with this fact—that 67·3 per cent. of the boys examined in natural philosophy last year passed. You do not regard that as a guarantee that there is sound scientific teaching?—Certainly not.

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The witness withdrew.

Mr. ADAM SPEERS, B.Sc., Principal, Sullivan Upper School, Holywood, examined.

8294. CHAIRMAN.—You are Principal of the Sullivan Upper School, Holywood, in the County Down?—Yes.

8295. And you have been for upwards of twelve years Principal of that school?—Yes.

8296. For twenty-one years you were Principal of the Sullivan Male National School in Holywood, and for thirty-two years you were a teacher of many branches of science under the Science and Art Department; and you have long experience in teaching?—Yes.

8297. You have been good enough to send us in written answers to the queries that we submitted to you?—I have, but I did not write as fully as I ought to have done, and therefore, in replying to your Secretary, Mr. Daly, I said to him, that at my oral examination here before the Commission I should be very glad to have an opportunity of briefly stating my views as to (1) examinations—meaning our Intermediate examinations especially—and their value as a means of education; (2) the desirability or otherwise of introducing a modified system of inspection; (3) the necessity or otherwise of a supplementary *viva voce* examination; (4) the setting of fair questions for the various grades; (5) the proposed division of courses; (6) a definition as to primary and secondary education and primary and secondary schools; and (7) an answer with regard to the question as to the necessity of having pass and honour papers separate for students.

CHAIRMAN.—I daresay that some of my colleagues will ask you questions upon some of these matters, but having regard to the full nature of the statement you have sent in, I individually shall not trouble you as to them.

8298. Mr. Justice MADDEN.—I observe you have a written statement there. Is not that so?—Yes, I have a written statement here, and this that I have read (which has been put into my hand by Mr. Daly) is a letter that I wrote to him when I was asked what I wished to be examined on further.

8299. I observe that you have a written statement, would you wish that to be handed in as part of your evidence?—Certainly; this is my evidence.

8300. If that is printed, we shall have all your views?—But it is not printed.

8301. No; but if that were printed in our Appendix, in addition to what already appears in the document written by you and embodied in the Blue Book, we would then be in entire possession of your views?—You would.

O'CONOR DON.—I do not think we should exclude Mr. Speers from giving evidence now, so that the shorthand writer may take down what the witness wishes to state.

8302. Rev. Dr. SALMON.—I want you to bear this in mind. We have such a pressure of witnesses that there seems a great probability that we shall have now to exclude a great many altogether; we may have to say that we cannot examine any more witnesses. Therefore we are anxious to diminish the *viva voce* part as much as possible, and anything that can be done by handing in a paper, and our printing it, we should prefer to hearing it at length from you?—This would only occupy me for perhaps fifteen minutes, and I think it would save a great deal of time in examination.

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8303. CHAIRMAN.—Very well; then you had better read it?—First, with reference to examinations, these are my views. In the absence of thorough uniform personal inspection commanding public confidence, which is an utter impossibility at present, there is no system that could be devised of testing the results produced in our schools to be compared for one moment with the system adopted by the Intermediate Board, if only a few improvements were introduced, as, for example, more care in setting the questions, so as to discover by the examination what the average pupil knows rather than what he does not know. Were this done and a number of science subjects with high marks attached added to the curricula of all the grades, a much larger number from Intermediate schools would be attracted to the examinations. A certain percentage of the pupils of every school claiming to be within, or recognised as within, the Intermediate sphere, should be sent forward for examination every year, say 40 or 50 per cent. Exceptions to this rule might be allowed in the case of small country towns; but a school, to be regarded as an Intermediate one, should give proof that it furnishes Intermediate education, and no test is so good as a fair general examination which is the same for all. Whilst it will always be necessary to have questions set at examinations to test the knowledge of our best pupils who have sufficient mental and physical stamina to justify them in competing for honours, prizes, and exhibitions, it should always be remembered that the efficiency or inefficiency of a school is proved mainly by the percentage of its pupils who can pass a fair examination. During the last twelve years nearly every boy and girl in my school of examinable age, and who had read the course prescribed, were examined every year, and my experience confirms me in the strong opinion I hold as to the importance of the Intermediate examinations. From a public point of view, they furnish the best and fairest basis on which to apportion to each school its just share of the grants at the disposal of the Commissioners; and, secondly, from the point of view of the pupils themselves, they are a most efficient factor in their education. Examinations, if of the right sort, which they can easily be made, are in the highest degree educative; in fact, indispensable, if real education be the object aimed at. Their tendency is to produce concentration of mind and increased attention, as well as interest and pleasure in the work of the year, in the case of every healthy boy or girl who has any right to be considered fit to rank as an Intermediate pupil. Teachers are urged by examinations to pursue a systematic course of teaching, and to adopt the very best methods of imparting instruction. Examinations also give pupils wholesome lessons in self-knowledge, which is surely a most important part of education. Further, the period of three hours, more or less, allowed for working a paper during which the candidate brings his or her judgment to bear on what is to be done, how it is to be done, and doing it, resembles the time that a man in after life will often get to determine what he will do—the time, in fact, allowed him to bring his thoughts to bear on any important object or course of action. Success in life largely depends on this power of concentration, and I submit that the school experiences of a youth should resemble the experiences of this sort

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which he must face in after life. The healthy competition produced by an expected examination is good, and not bad, as some say. It gives zest to school life, and awakens a spirit of earnestness and cheerfulness in the pupils. Do away with examinations such as these, which command public confidence, and you do away with many advantages to both teachers and pupils. In a few years the old stagnation that characterised Intermediate schools before 1878 would return. Any system of public Intermediate education carried on without a fair uniform test applied annually to every pupil that submits to it, is bound to degenerate. One of the objections to examinations which is often heard is that they lead to cram. But the question is, "What is cram?" I think cram is getting off by heart, for the purpose of passing an examination, a multitude of facts not understood, or at best imperfectly understood, and therefore not assimilated by the mind. If this kind of work goes on in Intermediate schools, it is to be most strongly condemned, and it is the fault of the examiners if any teaching of this sort be paid for at all. Every precaution seems to be taken by the Intermediate Board to put down cram, and I have a suspicion that very little cram teaching is rewarded by results fees. But strange to say, what a good educationist would call the best possible teaching is by some persons who ought to know better often denounced as cram. Jacotot defined teaching as the act of causing another to know. There is never any teaching done by a teacher unless there is learning done by the pupil or pupils. Teaching is accomplished when the teacher's mind is brought into actual contact with that of his pupil, when the teacher and the pupil are equally anxious, the one to teach, the other to learn, and when both work together until facts and ideas clearly apprehended by the teacher become the possession of the pupil. This is the very highest kind of intellectual teaching that could be given to youth—teaching which is beyond the powers of many engaged in educational work, but which some educational wiseacres have lately discovered to be only cram. Why is this? Is it because this teaching has enabled our students who have been fortunate enough to come under its influence to achieve distinction at the Intermediate examinations and the universities? If a few improvements were once introduced, there could be no better method invented than our Irish Intermediate system for detecting quacks and cram, and for discovering earnest, clever, and well-taught pupils. Nothing of human devising is absolutely perfect, but our Intermediate system might be made very nearly so. It would tend to give steadiness to schools that suffer from fluctuating grants of results fees from the Board on the results of yearly examinations, if a fixed sum equal to one-third of the average amount earned by *bona fide* Intermediate schools were granted as a yearly endowment, the average to be taken on the last five years, and the results payments to be correspondingly reduced all over. That is all, my Lord, that I have to say as to examinations. Now, let me say a word on inspection. It would be most desirable to have a modified system of inspection such as I have sketched in my written evidence, viz, to examine and report on the nature and state of school premises, how the school is supplied with scientific apparatus, and whether there is a special laboratory, the average number of pupils, and the percentage of pupils successful each year at the Intermediate, university, and college examinations; the qualifications and experience of the teachers; whether teachers of science can handle apparatus skilfully, and give practical instruction; the order and discipline maintained, and how the preparatory and under-preparatory classes (if there be such) are taught. No grants for science teaching should be made to schools where the subjects are not illustrated by experiments, specimens, diagrams, maps, &c. The inspector could see whether these conditions were fulfilled, and report accordingly. He might also have power to examine the lower classes in reading and spelling orally and from dictation, arithmetic, tables, &c.; in fact, in such subjects as might perhaps be neglected where the best pupils are being prepared for the Intermediate examinations. The Intermediate examinations, which should be taken advantage of by a large proportion of the pupils of Intermediate schools, provide by far the fairest and most efficient general inspection that could be devised for testing the scholars studying the courses set for the various grades. A few things, of course, of importance cannot be tested by written examination. As to the necessity of testing by oral examination the pronunciation of modern languages, I think far too much has been made of that. I have never had any experience of a teacher of French or German who could not teach the pronunciation as well as could be reasonably expected, nor have I heard of any teachers of these languages in Northern schools who were unable to do so. The pronunciation of English and the art of reading English are, in my opinion, more likely to be neglected in Intermediate schools. I have made a point of causing all classes to read aloud the literature set in the English Grade courses, both poetry and prose, simply to make certain that correct pronunciation should be acquired and the meaning understood, before portions of poetry are committed to memory or prose portions prepared as lessons. I can testify to the efficiency of this method, for during the last twelve years, out of over 500 worked papers in English sent up from the Upper Sullivan School, not twenty were rejected. Besides, it is not necessary to be able to speak French or German in order to be well versed in French or German literature. Thomas Carlyle was surely a great German scholar, and he could never speak German with facility. On the other hand, I once met a man, a cicerone at the cathedral in Antwerp, who spoke English, as I thought, particularly well when showing me round. On asking him, I learned that he had never been in England, that he thought he spoke English very badly, but that he spoke five other languages pretty well. On further inquiring, I found that he was quite illiterate, in fact, that he could read or write no language. If to be able to speak foreign tongues, so as to be able to travel through the countries in which they are spoken without inconvenience, be the highest scholarship that should be aimed at in learning modern languages, then the Antwerp cicerone was a wonderful scholar. The Intermediate Board should, perhaps, require from every teacher of French and German a certificate from some recognised teacher or professor in whom they have confidence, and then they would be sure that the classes were in the hands of persons qualified to instruct in pronunciation. I do not see how oral examinations in science subjects could be carried out conveniently at present, because in many Intermediate schools there are not laboratories or sufficient apparatus. But the Board could insist that proper appliances should be procured for illustrating lectures, so that the pupils might be brought into immediate contact with *things*, and not with *words*, and learn about things by obtaining sense impressions, and not mere ideas from a book or from the lips of a lecturer. Mere telling or lecturing, in all subjects, but especially in scientific subjects, is not teaching. I think the Intermediate Board should assist schools by grants to obtain apparatus and sufficient equipment for teaching science effectively. As to the setting of papers, every headmaster and all Intermediate teachers that I have spoken to on the subject, agree that of late years the mathematical papers especially have been made too hard for the average boy and girl, especially in arithmetic. The other papers, too, especially in the Preparatory Grade, are beyond the average schoolboy or schoolgirl. The papers in Latin and Greek have been much fairer

than those in mathematics, and yet fault is found with the trickiness of the questions on grammar and composition. I have said in my printed evidence that a small committee of experts, in whom both the Board and the teachers would have confidence, should revise the papers before having them printed. That committee should be made up of men who have had abundant experience in teaching the subjects, and who therefore know what the average capacities of young people are. No man who has not had practical experience in teaching could be a skilful and safe examiner. The multiplication of courses would lead to a necessary increase in the teaching staffs which most schools could not afford to pay for. I should prefer that a good range of science subjects should be added to all the courses from the Preparatory up to the Senior Grade. In my written evidence I neglected to mention that a science subject should be made compulsory on all students, in the Preparatory Grade as well as in the Junior and Middle Grades. Drawing should be encouraged all the way through. A pupil should be allowed to add on the marks for drawing to any total prescribed by the Board, on the ground that private study out of class is not given to the subject. Modern science should begin in the Preparatory Grade. My own experience has proved that it would not keep back pupils, but help them on in their other studies. The moral influence of scientific study tends to make young people humble, truth-loving, and reverent. Mere literary studies often tend to make young folks bumptious. The science for the Preparatory Grade should be communicated mainly by conversational lectures, with experiments, of which notes should be made by the pupils, which should be examined and corrected afterwards by the teacher. It should not be learned, therefore, from a book in the first instance. Whether the Commission in their wisdom decide to create different courses for Intermediate schools or not, all I plead for is that the different branches of science should get the benefit of the most favoured nation clause, and be placed in a position of honour and importance on the curricula of the grades. Twenty-five years ago science was in the Irish atmosphere: now Ireland, as regards science teaching, is only a by-word. The results system in the National schools and the operation of the Intermediate system combined, have produced this sad state of affairs. I have been teaching through all that period, and am convinced of this. I would have no special commercial course, and for this I have given reasons in my written evidence. I should be inclined to have girls and boys competing with each other as at the universities, but the examination should be cast in a different mould for the time to come. With regard to primary and secondary schools and primary and secondary education, I would define a primary school as one that is organised mainly with a view to teach reading, spelling and writing, arithmetic, the elements of English grammar, and geography to the children of labourers, artisans, and the lower middle classes, at very low rates or free. Such schools furnish all the education that most of the children of the country receive, therefore they are finishing schools for the majority of young people. In the teaching of extra branches they perform a needful work, for lads intended for business, for farming, and for trades (carpenters, &c.) require to learn such subjects as book-keeping, agriculture; mensuration, geometry, and drawing. Primary and Intermediate schools overlap each other in this and every country, but that cannot be helped. The primary schools are the finishing schools for the great majority of children, but those who have the necessary preliminary knowledge should not enter an Intermediate school later than 11 or 12 years of age. The education of the Intermediate is different in kind from that of the primary school; and, besides, habits of study have to be formed, and a love of work acquired, as well as a love of learning for its own sake; and this can hardly be accomplished in the case of a boy who has remained at a National school until he is 14 or 15 years of age. Such a boy never gets into the current of an Intermediate school, and is seldom a success. A secondary or Intermediate school is one that is organised to teach English thoroughly, Latin, Greek, mathematics, French, German, &c., modern science—chemistry, physics, mechanics, physiography, physiology, botany, drawing, painting, domestic economy, and instrumental music—the two latter subjects in girls' schools. I do not mention Celtic, for I think it should not be made an Intermediate subject. An Intermediate school is one intended mainly for the higher education of the youth of the middle and upper classes of society, who are able and willing to pay substantial fees, and also for the higher education of clever and ambitious children of the humbler classes. One word with regard to the pass and honour papers that have been gone into by Professor FitzGerald this morning. I find I have not a note of it here, but my opinion is that either what Professor FitzGerald has proposed—that is, a pass paper and an honour paper—or two-thirds of the questions on the same paper being pass questions, and one-third of them honour questions, and each carrying about three times as many marks as the pass questions, would be a solution of that matter. It is absolutely necessary that a distinction should be made between pass and honour questions for the time to come.

8304. CHAIRMAN.—You are headmaster of two schools, are you not?—No, I am the headmaster of one school. I am not the headmaster of the Sullivan National school.

8305. On the list of results fees there is the Upper Sullivan School for boys and the Upper Sullivan School for girls?—It is a mixed school.

8306. Could you kindly tell me the number of students that you had within the Intermediate Education ages during the last year?—During the last year we had about seventy students.

8307. According to the returns that I have here, you had altogether on the school roll forty-three boys in one school and twenty-five girls in another; that would be sixty-eight, would it not?—Yes, that would be sixty-eight. I thought it was seventy.

8308. I make, as well as I can, within the Intermediate ages, forty in one school and twenty-three in the other; that would be sixty-three?—That would be about right.

8309. Now, I find that the number of those that passed were as follows:—Of boys there were eight in the Preparatory Grade, two in the Junior Grade, and two in the Middle Grade, making a total of twelve. Is that right?—Yes. that is right.

8310. And of the young ladies, four in the Preparatory Grade, six in the Junior Grade, and two in the Senior Grade, making twelve in all. That is, boys and girls together, twenty four?—Yes, twenty-four. That is right; twelve boys and twelve girls passed the examination.

8311. I suppose I need hardly ask you this. Were not all the students that you had (the sixty-three students within Intermediate ages) efficiently taught?—Yes, they were efficiently taught.

8312. And I suppose that they were all of average ability?—Well, yes, of fair ability. We had not, certainly, this year as much talent in our school as we often have had.

8313. It is not brilliancy I am looking to, but more to average talent. I suppose you had not many dullards, that could learn nothing?—We had no dullards.

8314. Now of those 63 students of average ability, efficiently taught, you received results fees upon only 24?—Yes.

8315. You were paid for the teaching of only 24?—That is so.

8316 Do you not think that that shews something wrong in the working of our system?—This year we

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have been paid on fewer than we have been accustomed to for many years past. It is more an accident than anything else.

8317. But supposing the examinations were fair examinations, do you not think that a larger percentage of your students should have passed?—I think that a larger percentage of our students should have passed; I should say if it had been a mere pass examination they should all have passed.

8318. Therefore, in your view, the pass examinations as conducted by this Board must be of a very faulty description?—Yes, the pass examinations are too hard. I have said so here in this paper.

8319. I know you have. It is not at all by way of contradicting or cross-examining you that I put these questions; it is for the purpose of directing attention to certain particular matters. Now if 63 ought to have passed, and only 24 passed, the pass paper must have been much too high?—Yes, but the whole of the 63 were not, and could not have been presented at your examination.

8320. No, but if the examination had been easier, there would have been more presented than there were?—No. We send up every boy and girl of examinable age who has read the course, and this year we sent up all; and we do it in order that the whole school may come under the inspection of the Intermediate examination, which I set a high value upon. This year we had the smallest number passing that have passed for a long time; that is to say, we had only 50 per cent; but we sent up the whole school for examination.

8321. That is to say, you would have sent up about 48 or 50 students?—We sent 48, and 24 passed; if I had picked them, and only sent the 24 whom I knew to be best, 100 per cent would have passed.

8322. I assure you I do not mean any reflection upon you; it is upon the character of our examinations I am trying to make reflections, you understand. Well, there were forty-eight sent up, and you are of opinion that if our pass papers were of a proper description, the entire of those forty-eight ought to have passed. Is that your view?—Yes, if the pass papers were made sufficiently easy.

8323. If they were what you are of opinion they ought to be. Are you in favour of our pass papers as they are at present.—I understood you were not?—No; I find fault with the pass papers.

8324. We will deduct the forty-eight from the sixty-three. You had sixty-three you say within the Intermediate ages, and I deduct from that the forty-eight sent up for the examination. Then there were fifteen not sent up?—They had not been at the school long enough—had not read the course. A good many of those would be pupils coming into the school, and perhaps going out in a few months.

8325. But I am taking the numbers that were upon your school roll in November, 1897?—Some of those had come into the school the previous September and perhaps did not remain the whole year, or had not read the course.

8326. I see?—All who had read the course and were of examinable age were examined, unless there was some reason of bad health. I could not say just now whether any were excluded on account of bad health; there may have been one or two.

Mr. Justice MADDEN.—I am in full possession of Mr. Speers' opinions, and no question occurs to me at present that I wish to put to him.

Rev. Dr. SALMON.—I have nothing to ask either.

8327. O'CONOR DON.—You recommend that botany should be included in the boys' course?—I do.

8328. And you object to oral examination. How could you examine in botany without an oral examination, to have an examination that would be worth anything?—I do not object to oral examinations in science, by any means. I say I do not see how oral examinations could be carried on in science at the present time, because a great number of our Intermediate schools have no laboratory means of giving practical instruction. In the Upper Sullivan School there is a laboratory; we have had a successful laboratory for twenty years, from which we have turned out some of the most distinguished men that have passed through the Royal University. It could be done in the Upper Sullivan School.

8329. But what I was alluding to was your recommendation that this additional subject should be added to the boys' programme, and connecting that with your objection to having any grant whatever payable upon oral examination. What would be the use of adding it to the examination if there is to be no grant paid upon it?—What I mean is this—that the amount of grant should not depend upon the recommendation of an inspector in the last instance, but the recommendation of an inspector, or the report of an inspector, should go this length—that if a school is not provided with apparatus, and all other school equipment for the efficient teaching of science, the Intermediate Board should not recognise that school as one to which a science grant should be given.

8330. I understand quite your proposal with regard to science teaching, but what I wanted to know was how you propose we are to pay for examination in botany, which you propose to add to the boys' programme?—Well, if a teacher in a school knows botany himself, I can hardly fancy any teacher, who knows botany practically and could describe plants, teaching it to any boy without using plants and teaching him to describe them.

8331. But how are we to test that boy's knowledge in botany?—It is not easy to test a boy's knowledge in botany unless the specimens are laid down before the boy at the examination, and he is required to describe the specimens laid down. I know the difficulty there is.

8332. You see that difficulty?—I do.

8333. And that was the real reason why we struck out botany from the boys' examination—because we found it impossible to examine them?—Then it should have been struck out of the girls' examination also, because what is sauce for the goose should be sauce for the gander.

8334. Rev. Dr. TODD MARTIN.—I think you said the twenty-four pupils who passed from your school were the pupils you considered the upper half of those presented for examination. Thus the examination selected the same pupils for passing that you would have selected yourself. The twenty-four selected by the examiners are those you would have selected?—I would consider those were the best, certainly.

8335. I want to ask you this question, which was suggested to me by that statement of yours. Have the examinations generally discriminated fairly among the pupils?—It is my experience that they have.

8336. So far as discriminating the relative value of the instruction of the pupils is concerned, it has been fair?—That has been my experience.

8337. There are two schools on the Sullivan foundation?—There are three National schools, and there is one Upper or Intermediate school—all of them endowed by the Sullivan bequest.

8338. Do you receive many pupils from the National schools?—We do not receive a large number—not as many as you would suppose. We sometimes receive perhaps half-a-dozen in a year, sometimes a dozen, from the National schools, but we receive as many from the private Preparatory schools.

8339. Dr. BARKLEY.—You have had experience

of teaching science for the Science and Art Department as well as for our examination?—I have had great experience in teaching it for the Science and Art Department. I have earned of results fees from the Science and Art Department between £3,000 and £4,000.

8340. You are still teaching for the Science and Art Department as well as for our examination?—I am, although it is really not a profitable business at the present moment, and has not been for several years.

8341. That is one of the subjects upon which I wish to get your experience. Does our present programme and scheme of examinations fit in as well as it ought with the Science and Art examinations, or could you recommend any alterations to make it fit in better?—It does not fit in with the Science and Art examinations satisfactorily. I think it would be a very good thing if what Professor Preston was saying yesterday, and what I thought, from reading the report, the Chairman, the Chief Baron, approved of, and his Grace the Archbishop —that there should be a unification of the Intermediate with the programme of science prescribed by the Science and Art Department. I would welcome that very heartily.

8342. But in the meantime, until such a unification becomes possible would you recommend any change in our present programme to make it fit in better with the Science and Art programme?—I do not think we can make the programmes fit in with each other. The only thing I would recommend in the matter of the science programmes of the Intermediate Board is that they should add a great many marks to those that are already given for science subjects—give chemistry, say, 750 marks, and other science subjects accordingly, in order to attract teachers and pupils, and to put these subjects in their proper relative place with regard to other subjects.

8343. Do you send in the same boys and girls for the Science and Art examinations as for our examinations?—I may say we have sent in hardly any students to your science examinations for some years past; ever since the Intermediate Board diminished the maximum marks that could be presented, the fact of the matter is that science teaching for the Intermediate Board could not be carried on satisfactorily at the Upper Sullivan School; and from other headmasters, I find that it had a similar effect in their schools—that it has practically put an end to the teaching of science.

8344. Your remedy for that, until we can get a unification of the two examinations, would be to add fifty per cent. to our marks for scientific subjects? Yes; and to increase the maximum number, so that it would be possible for young people to present science subjects. The truth is the numbers run so that I have had great difficulty, and the students have had great difficulty, in putting in science with the other subjects, and not running the total marks 300 below, or 200 over, the maximum number allowed. The result was that science had to go to the wall.

8345. Could you give us any idea of the number of students you still present year by year to the Science and Art examinations?—Well, the Science and Art examinations are such now that we do not present the half, or the third, of the students we used to present. I have presented sometimes, in days of old, as many as forty-eight students in chemistry, as many as thirty-two in practical chemistry—analysis, and so forth—in one year; and I have sent in as many as sixty students in physiography, and large numbers in human physiology, geology, and such subjects. Now, I could not get, for the Science and Art Department's examination, twenty students, at the most, in physiography; perhaps as many, or not so many, in chemistry; and half as many as that—about ten or a dozen, for practical chemistry in the laboratory. At the present time we have not a third as many as we used to have for those subjects.

8346. Some of your students, I believe, have distinguished themselves very highly at those examinations?—Yes. In one year, out of four honours obtained in Ireland in chemistry, three of them were obtained by students of the Sullivan Upper School.

8347. Were those students going in for our examinations or remaining outside them altogether? —Some of those were at your examinations.

8348. Did they take chemistry at our examinations?—Yes. John Hawthorne, who took first class honours in chemistry at the Science and Art examination four or five years ago, obtained at his Degree examination last autumn in the Royal University, the very highest honours in chemistry and experimental science—in fact, he was classed first man in Ireland in those subjects. He was examined in Senior Grade chemistry at your examinations. I might mention also many other students who took your examinations in chemistry, and those of the Department of Science and Art.

8349. Have you any idea of how many of the boys and girls who passed our examination last year took science as part of their course?—Only one, and he took high honours in chemistry. The fact is they could not take it.

8350. I see one of your proposals is to make one scientific subject (I presume that means other than mathematics) compulsory?—Yes, I would make such a subject as physiography compulsory in the Preparatory Grade. I was very pleased to hear Professor FitzGerald urging that.

8351. But is there not this difficulty about that—that a great many schools have been established over the country, mainly with a view to giving instruction in classics and modern languages, many of which have no arrangements, I believe, for teaching these practical sciences?—It would not take very much preparation in any school to teach physiography, I should think, and it is very important to begin such studies early. As soon as a child is able to read, "The cream swims on the top of the milk," the child is able, in all likelihood, to understand the reason why, and a good teacher will show why. The knowledge of common things cannot, in my opinion, begin too soon. I had the opportunity of teaching common things to pupils from the age of eight years and upwards when I was headmaster of a National school, and I know that those pupils when they came to be 12, and even younger than that, could be taught almost anything; whereas, of the pupils who come to me now from National and Preparatory schools, I cannot teach science to fifty per cent.

8352. But the practical difficulty is that there are many small Intermediate schools where the teachers themselves are not qualified to teach science properly, and of course they have no proper apparatus or other arrangements for teaching science?—Well, there is something in that of course, but to all general rules there should be exceptions. There are in the country towns schools that should be encouraged; and I think a rule which might apply to cities like Dublin, Belfast, and Cork should not be forced on schools in small country towns. I have a strong feeling that one way in which a portion of the income at the disposal of the Board should be applied would be to give endowments—subsidies—to struggling schools that are doing good work in some of the small country towns, and I think that to those rules I have suggested as to the compulsory teaching of science subjects

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from the Preparatory Grade up, exceptions might be made in their case.

8353. In teaching science you give as much practical teaching as possible. Does that involve laboratory work from the very beginning, or, when teaching the elements, does not the teaching take the form of lectures illustrated by experiments?—Oh, we illustrate everything by experiments.

8354. But would you put a pupil going up for the Preparatory Grade through a laboratory course before sending him up in chemistry?—No, I would not; but I would certainly make him familiar with things; I would let him make experiments in the laboratory—some experiments; and I would show him experiments again and again, I would familiarise him with things.

8355. At what grade would you think it desirable that he should show some knowledge of laboratory work?—It is very hard to answer that question; I have had students at 14 years of age that had obtained honours in practical chemistry from the Department of Science and Art—at 14; but that is a very extraordinary thing.

8356. Should we make it compulsory at the Middle Grade, for instance, to show that they had some knowledge of laboratory work?—I think that is possible; I think if they are going to learn chemistry at all they should have some knowledge of laboratory work at the Middle Grade.

8357. With regard to your difficulty about an oral examination in botany, I do not know if you have the same difficulty in reference to a practical examination. If a sufficient number of the same plants were sent down to each centre, where an examination in botany was being held, would you see any objection to the examination being practical in reference to those plants?—None at all; that could be very nicely managed, I think, in the case of boys presenting botany—to send to the centre some specimens with an examiner; those specimens should then be handed to the boys, who would be expected to describe them.

8358. It has been suggested in reference to chemistry also that some substance might be sent down, with instructions for the boys to make an analysis as part of the examination. Of course it would have to be something that could be analysed in the time; but do you think there is any practical difficulty about that?—The practical difficulty is where there is no laboratory; it is quite easy to do that where the school has a laboratory.

8359. It might be imposed as one of the conditions of sending up pupils in chemistry that there should be a laboratory?—Yes, but still I think good work can be done in the teaching of elementary chemistry without a proper laboratory—that is to say, without working benches for students to go to, and spend two or three hours a week repeating the experiments that the lecturer had made, and also analysing.

8360. But supposing we could do well enough without a laboratory for the Preparatory and Junior Grades, might it not be insisted upon in sending up students for the Middle and Senior Grades in those subjects?—It might be insisted upon if you could get a laboratory in the neighbourhood at which they could be examined. None of our laboratories accommodate very many. Dr. Letts has a fine laboratory at the Queen's College.

8361. I know when Dr. Andrews was professor only a small portion of the class could be passed through the laboratory?—My laboratory holds as many as Dr. Andrews', and that is twelve at a time. In the Queen's College laboratory now, however, I suppose they could accommodate eighty or 100 at a time; but there is no other large laboratory in Ulster.

8362. The difficulty is the want of laboratories where examinations could be held?—I think so.

8363. You have had experience of a school where boys and girls are taught together; do you think that where the numbers to be examined are small there is any difficulty in the way of having a common centre for boys and girls working their papers under the same superintendence?—I do not consider that there would be any difficulty in that.

8364. Most Rev. Dr. WALSH.—You are of opinion that a medal should be given for music?—Yes.

8365. What precisely do you understand by music?—Well, I consider that music should not be restricted merely to theoretical music—harmony.

8366. How could the examination be arranged so that that medal should be awarded as the result of a competitive examination. I wish merely to know your view; the thing seems to me impracticable; how would you conduct that competitive examination?—I could hardly say how I should conduct it.

Most Rev. Dr. WALSH.—That was the only question I wished to ask you.

8367. CHAIRMAN.—I wish to ask you one or two more questions as to the difficulty said to exist under our programme of students taking science subjects. Would you just take a piece of paper for a moment. I believe you do not teach Greek in your school?—Oh, yes, in my school we have a classical master who teaches Greek. I have not taught Greek myself for many years past.

8368. You present students in Greek?—Often.

8369. Will you take these figures, because I want to see where the difficulty arises, with a view to obviating it. Take English, 1,200—everyone must take that; Latin, 1,200; French, 700; arithmetic (I suppose you would like to examine them in that), 500; Euclid or algebra, 600?—Not both.

8370. At present I am putting them alternatively; I will give you another table of figures with them both?—Yes.

8371. Drawing, 500; both chemistry and natural philosophy, 1,000—that is, 500 each?—That is too little.

8372. But those are the marks. Does not that make 5,700?—It does.

8373. First tell me what your objection would be to your pupils presenting themselves in those subjects only. They do not amount altogether to 6,000?—What would be my objection to what?

8374. To a boy being examined in those subjects—5,700?—Here is how it stands; there is English, Latin, French; the boy perhaps has German.

8375. Those amount to 5,700 marks, do they not?—5,700, yes.

8376. That would be rather a nice programme to examine a boy in?—It would be a very nice programme.

8377. Tell me what the practical objection to that would be, in the view of any schoolmaster—in your own view?—I would have no objection at all to it personally, except that I would have an objection to chemistry and natural philosophy being considered only worth 1,000 marks. I would put chemistry and natural philosophy at, say, 1,500.

8378. Then your objection to taking chemistry and natural philosophy is that you think the marks are not enough?—The scholars think so.

CHAIRMAN.—That is an answer to my question.

8379. O'CONOR DON.—I think the objection is a little more than that. The numbers added together come to 5,700?—Yes.

8380. And the total number a boy can go in for is 6,000?—Yes.

8381. Therefore those numbers are 300 short, and that is the reason why they select something else?—Quite so.

8382. CHAIRMAN.—Why do they select something that will bring in 300 more?—It is quite easy to understand why they do so, because these pupils that

cannot present the full marks at the examination, and who are amongst our very best pupils, imagine themselves handicapped.

8383. And they will be included in the competition?—They will be included in the competition.

8384. Then you would be obliged to put in what appears a useless subject, to bring the total up to 6,000?—I do not propose putting in these subjects to make it up.

Most Rev. Dr. WALSH.—I can give you a case of a young lady from one of the convent schools who got first place in all Ireland simply because she had the good sense not to go in for too many subjects; she did not go in for the full number of marks; she gave in a small number of subjects, and got such high scoring in those subjects that she got highest place.

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8385. CHAIRMAN.—Have the results fees anything to do with students taking a sufficient number of subjects to secure the full marks?—I do not consider results fees have anything to do with it, because results fees were increased so much because of honours, which is, I think, a wise arrangement.

The witness withdrew.

Rev. H. KINGSMILL MOORE, D.D., Principal, Church of Ireland Training College, Kildare Place, Dublin; President of Dublin & Central Irish Branch of the Teachers' Guild of Great Britain and Ireland, examined.

8386. CHAIRMAN.—You are the Principal of the Church of Ireland Training College?—Yes.

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8387. And you are chairman of the Dublin and Central Irish branch of the Teachers' Guild of Great Britain and Ireland?—Yes.

8388. They have favoured us with a very full statement of their views in reference to this inquiry, in answer to our circular?—Do you wish any further particulars as to the Guild?

8389. Oh, no. I will bring it all out, you will find, in a few moments. Now, as I understand, you represent generally the views of the council and secretaries of the Guild; their names are mentioned on page 115 of the printed book of evidence, and you need not refer to them. You attend here, I believe, as one of the gentlemen that represent the council of the Teachers' Guild?—Yes.

8390. And I believe that you also desire to state some views of your own as distinct from those of the Teachers' Guild?—Not necessarily as distinct, but perhaps as filling them in somewhat.

8391. You wish to keep them separate?—Yes.

8392. Very well. You received Mr. Daly's letter, in which, for the purpose of saving time, and avoiding repetition of evidence, you were asked to kindly inform us of the points of the written evidence as to which you desired to be orally examined, and in consequence of that letter we have received from you a paper specifying three matters—first, inspection, its scope; secondly, qualification of examiners; and, thirdly, qualification of teachers?—Yes.

8393. Shall I take you first as representing the Teachers' Guild?—If you please.

8394. Will you kindly state to us what your view is on the subject of inspection and its scope. Am I taking you out of your order?—Well, I had put down first teachers, and then inspection.

8395. Take it in your own way?—What I am anxious to do is to give supplementary evidence, and perhaps to give some evidence on points where information may be more open to me than to others. First of all, as to the value of written examination as a test, I should like to put in evidence what I have noticed from my own experience of fourteen years at Kildare Place. There we find the written examination comes very near to being an infallible test as to the relative merits of the candidates. What we find as a matter of fact is that the candidate who comes in head, always remains to the end amongst the head; and very frequently (I should think in about 50 per cent. of the cases) the candidate who comes in head goes out head. That is not quite so true with reference to those at the bottom of the list; there is more variation with regard to those lower down, but, generally speaking, my experience of examinations as conducted by the National Board, sending in candidates one year and taking them out two years afterwards, is that they distinguish accurately the merits of the candidates as far as literary subjects go.

8396. Candidates for admission to the Training College?—Candidates for admission to the Training College, and candidates for the office of teacher on leaving the College two years after. That, I say, has nothing to do with skill in the art of teaching; as regards that, the examination is no test. Then, with regard to a question which has engaged the attention of some of the Commission—over-pressure—personally, I should be inclined to say that the charge of over-pressure brought against the Intermediate system was unsupported by sufficient evidence. We find doctors who will come and say they have a great many cases, but naturally the sick man goes to the doctor, and not the healthy man; and even when the sick man gets well the doctor does not know about it. Therefore he, I think, is as little qualified to judge about over-pressure as an examiner who only examined a couple of candidates would be qualified to judge of the others. I do not know of any institution where there ought to be greater over-pressure than in a training college, because every one who enters a training college puts forward every effort to succeed; it is a life and death struggle with them, not so much against one another as against a standard; they put forward all their efforts, and work morning, noon, and night. Well, I consulted our medical superintendent as regards over-pressure at Kildare Place, and this is what he said—that anything like wholesale breakdown amongst the workers was unknown, and he said also that it was extremely difficult to trace anything except temporary indisposition to overwork, I think the college is the place above all others which would lend itself to over-pressure, from the nature of the case, and if that can be said there, it is very hard to say that over-pressure exists under the Intermediate system. Then I come to the question which I think is one of the most vital questions in connection with this inquiry—the question of good examiners. I am inclined to think that if the Intermediate Board had good examiners, good teachers, and modified inspection, their difficulties would disappear. Of course good examiners are wanted. It is a common thing to suppose that, because a man understands his subject, he must also understand how to examine in that subject. But it seems to me as reasonable to think that a man who is a chamber botanist ought to know all about how to grow flowers, as to think that a man who had the knowledge of a certain subject in his own head, ought necessarily to understand the application of that subject to the heads of schoolboys. I entirely agree that examiners ought to be teachers, and so not only have the necessary knowledge of the subject, but also understand the effect of that knowledge upon the brains of the students. Then as to the examination papers, I think it has not been sufficiently recognised that the art of setting papers might be reduced to principles without great difficulty, and if these principles were made compulsory in setting the Intermediate examination papers, most of the difficulties which have been complained of would disappear. I entirely agree with what the President of Blackrock said, that a good examiner, and, as a result of his work, a good examination paper, will make cram impossible. It is the bad examination papers that make cram possible. So much in general with regard to examiners and examinations—leading up, of course, to the necessity

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for a board of examiners to see that the papers are properly set. As I have pointed out, the first cure for the existing faults in the examinations is good examiners, and the second cure good teachers. The Guild has always been consistent in recommending that teachers should be registered. In the case of teachers, just as in the case of doctors and the other professions, it should be possible, by consulting a register, to ascertain what their qualifications are. Undoubtedly at the beginning of the registration of teachers, the qualifications would have to be rather simple; as in everything else it would be advisable to move gradually; but if such a register were once established it would be very easy for the Intermediate Board gradually to raise the qualifications of the teachers, and in this way it would be easy to make a good start, and perhaps, in the end, to ensure very good progress towards having a proper band of teachers throughout the country. Then with reference to inspection. We have recommended a permanent system of inspection, "(*a*) To look into the efficiency of school buildings in the matter of accommodation, sanitation, etc." I do not think there would be any difficulty about that; any gentleman of intelligence, with a few qualifications, could do that well. Then "(*b*) To look into school organisation with reference to time tables, hours of study, educational equipment, and other kindred matters." That is more difficult, yet still I do not see any reason to think it would not be possible to get inspectors who would do that well also. Then the third recommendation is: "(*c*) To conduct examinations in practical subjects and oral parts of languages, to inspect the subjects." That last clause does not represent, as I understand it, the opinion, certainly, of a great many members of the Guild. I think we would all agree that if you could get an inspector who was properly equipped it would be a desirable thing that the work should be done; but where we should disagree (and upon this point I want to offer some evidence) would be as to the possibility, at any rate as things are at present, of getting inspectors who would be capable of doing that work to the satisfaction of the public. I should like to put in some evidence as to the difficulty of inspecting methods of teaching, and I do so because I have noticed that a great many who have given evidence——

8397. This represents the view of the majority of the Guild?—Yes.

8398. Upon this one particular point you differ from the majority, do I understand?—What I think, and Mr. Thompson I think will confirm me, is——

8399. We will have Mr. Thompson afterwards?—I want to convey as well as I can the idea. The idea is that the Guild as a body would look upon that as a good thing in theory, but I fancy many will be found to dispute its possibility in practice at present.

8400. Mr. Justice MADDEN.—Do you agree with them in theory—to that extent?—I do.

8401. CHAIRMAN.—Here is a suggestion by the Guild, that the Intermediate Board should "keep a register of duly qualified teachers"; and then that inspectors should be appointed to do certain things. There is a suggestion by them that we should do it, and you say a majority of them think it is impossible?—I did not say, or at any rate, I did not mean to say, a majority.

8402. A minority then?—Yes.

8403. Most Rev. Dr. WALSH.—Please allow me for a moment. My difficulty is this. Kindly look back to page 118. It is stated there that in reference to one particular suggestion—"This suggestion represents the opinion of the majority of the members of the Guild." Now, how are we to know, in looking through that report, where it gives the opinion of the Guild as a whole, and where it gives the opinion only of the majority. It is stated in one case, "This is only the opinion of the majority": now I understand you to say that something else is the opinion only of a majority?—I think your Grace's point is a perfectly fair one. As a matter of fact, I believe what happened was this, that this clause (*c*) on page 120 was added at the very last moment at the public meeting. It was discussed for four or five weeks together, the whole of this programme, at weekly sittings of the Guild; but this paragraph 1 (*c*) was added at the public meeting, at the very last moment, when many had gone away. But I am now merely giving my own view.

8404. I merely wish to understand what this written paper of recommendations is worth, in other words, how far we are to take it as what it purports to be, an expression of the opinion of the Guild?—That is the only matter I know of in which there is any difference of opinion.

8405. Mr. Justice MADDEN.—Does 1 (*c*) represent your individual opinion?—No, it does not.

8406. CHAIRMAN.—You are against 1 (*c*)?—Yes, as a practical matter I am; and I want to give some reasons. We have at Kildare Place two kinds of examination in the art of teaching, and I will speak a word about each. One is a private examination for prizes; they are prizes given for instruction in religious knowledge, but I do not think the subject makes any difference to the evidence; and that examination is conducted by three members of the staff who, if not skilled examiners, ought to be from their long experience. To that examination there also come outsiders, generally members of the governing body. Each of the students teaches for half an hour, and when the picked candidates have taught, then the examiners have to decide as to who has given the best lesson. Now, what I have found when presiding at that examination is that the outsiders who come in and listen to these lessons find it extremely easy to say which is the best teacher: they rush to a conclusion upon some matter which perhaps we think very little about, and they will give their conclusion at once, and lay down, "That is the best teacher." The three examiners, on the contrary, frequently, when the examination is over, having taken most careful and full notes, spend perhaps ten, fifteen, twenty, or thirty minutes in anxious conversation, weighing all the points before coming to a decision. In the ten years during which these examinations have been held, the decision has always been, in the end, unanimous. But the point I want to make is that it is an extremely difficult and complicated matter to form an opinion upon a lesson given; and that is because there are so many points which mislead a person not skilled in these matters, as, for instance a showy style, which may be showy but shallow, impresses the irresponsible looker on at once. Then there is such a thing as the importation of matter which may be attractive, but which is more or less irrelevant; and even a bit of brilliant lecturing, as distinguished from class teaching, has been known to win warm commendation from those who came merely to look on, without having studied the subject. I give this evidence with regard to the difficulty of knowing whether a teacher is teaching well or not from our experience of our own examinations. Now I should like to take some evidence from the inspectors of the National Board. The inspectors of the National Board come and examine the training colleges in the art of teaching; every student is examined. The inspectors who come are men who have been at the work of inspecting all their lives, and we have, speaking generally, the very highest regard for their skill, and for their decisions. Yet what I want to show is that even with the skill which these men have—skill which, in the case of the head inspectors, is the result of a life's work—even with their skill, grave mistakes cannot be avoided. For instance, here is the kind of mistake which happens always. A student who is a good student comes in, and, owing to the exigencies of the situation and to nervousness, gives an indifferent lesson. The inspector is right in giving a bad mark for that lesson, but, so far as he judges of the character of the student from that lesson, he

must be wrong. Then there is a graver case of difficulty, and this is one which I do not see how the Board is to get over at all; that is, the difficulty of getting a standard when you have got different inspectors at work. I can give you a very striking instance of how easy it is to go wrong on that matter, even in the case of men whose impartiality has never been questioned. At an examination in Kildare Place there were different sets of inspectors. One set of inspectors had some of the students whom we knew to be the best. A college or school may be very wrong as regards its merits as compared with another college or school, but it is improbable that those who have been working in a school for years do not know the relative merits of their students. As I say, there were two sets of inspectors, and they examined different students. Amongst the students examined by one set of inspectors, there were at any rate two of our very best, and those two were marked, one of them lower than any student, however bad, was marked by the other set of inspectors, and the other got the same marks as the lowest of all the rest; thereby showing that the standard was absolutely different and wholly untrustworthy. With regard to Intermediate schools, these difficulties would be exaggerated. They would be exaggerated in the first place because Intermediate teachers are untrained. One of the very best Intermediate teachers I know, who has had very great success in his work, said to me, "I could not teach before an inspector"; and I can very well understand that he could not. Those who have been trained, and who have been brought up for a couple of years to teach before all sorts and conditions of people, and have got accustomed to it—even they feel it very much; but to submit untrained teachers to the test of having to give a lesson before an inspector, with their fates in the balance, seems to me to be a prospect full of hardship. That is one reason, then—because the teachers are untrained. I think another difficulty (though this might be got over) would be that the inspectors would be untrained. I do not see where you are to get inspectors who would have the skill which would be so necessary to the proper carrying out of the work. The third point is that while in National schools, dealing with primary education, the scope is comparatively limited, in Intermediate schools the scope is very much wider, and therefore the difficulty of getting trustworthy inspection would be immensely increased. Those are all the remarks I want to make.

8407. What are the ages as a rule of your students in Kildare Place?—They must be 18 the January after they enter.

8408. They all must be older than the students within the Intermediate system?—Yes.

8409. You do think that the question of the age of the students at all affects the question of examination?—Yes, I entirely agree with the recommendation of the majority of the Guild that the Preparatory Grade should be discontinued. I do not see that it affects the question of the merits of the examination, but it affects the question of pressure.

8410. You do not think it affects the question of the best mode of ascertaining the efficiency of the teaching which the students have had?—No, I do not; I believe that whatever the age is the examination can find out the merits of the teaching equally well.

8411. And, therefore, you think that you can arrive at the value of examination as a test for students of 14 years of age by ascertaining its value as a test for students of over 18 years of age?—Yes; I think it is a very important piece of evidence.

8412. You object altogether to inspection as to methods of teaching?—I object to its being made a very important matter. I do not object to its being aimed at. I feel what has been said here so frequently—that these things might be introduced gradually, and if there was any hope of getting inspectors capable of examining, and of arriving at trustworthy judgments, and commanding public confidences, it would be an ideal to work towards; but for the present I think it is out of the question.

8413. Will you assume for a moment that it is possible to get capable inspectors, because these things must be taken one by one. Do you attach importance to a practical examination in natural science subjects?—Yes, certainly.

8414. Do you think that we can have, otherwise than at the schools, a practical examination at the nearly 400 centres that we have?—I should think it would be impossible.

8415. Therefore, if there is that examination at all, it should be by visitation or inspection?—I do not feel that my authority on that subject is sufficient to enable me to give any very definite answers.

8416. But you see your answers might affect the value of the evidence you have given upon this general subject of inspection. How are we to cope with that difficulty?—I was speaking generally about the inspection of the teachers' methods of teaching.

8417. I am trying now to ascertain to what extent you would agree in inspection. Do you think we ought to pay results fees upon natural science subjects without the students being subjected to some practical test?—I should rather call that an examination.

8418. Whatever you call it, you think there ought to be some practical test?—There ought to be some practical test.

8419. Where would you suggest that that test should be applied?—As I say, with reference to science, it is not a subject I claim to have any authority to speak upon, and, therefore, I do not want to speak about things I do not pretend to know. My remarks about inspection are altogether general with regard to Latin, Greek, English, geography, and such subjects.

8420. But do you not see that if, by the necessity of an examination or inspection in natural science subjects, we are driven to have an inspector, that is an element that must be taken into consideration in determining whether there should be inspection or not. It occurs to me that we either must have something to test the practical teaching of natural philosophy and chemistry in our schools, or we must strike those subjects altogether out of the programme, and that, according to my view, would be contrary to the intention of the Act of Parliament?—I should be sorry to be considered as being against inspection. I have said that I am entirely in favour of a modified form of inspection, as proposed in those clauses (a) and (b). I am in favour of both of those.

8421. I understood you to be in favour of inspection "to look into school organisation with reference to time tables, hours of study, educational equipment, and other kindred matters"?—Yes.

8422. Do you consider it a "kindred matter" to ascertain whether the students are practically taught in natural philosophy and chemistry?—Yes.

8423. You see no objection to that?—Certainly not.

8424. Now, in reference to modern languages, do you think the inspector ought to ascertain whether they were taught modern languages properly?—Yes, with reference to the pronunciation. That is one of our recommendations, and I entirely agree with that.

8425. Is not that inspection with reference to one mode of teaching?—But that is so limited that it is not open to the dangers I speak of.

8426. But your evidence is given entirely, as I understand, against inspection to ascertain methods of teaching. There must be inspection to ascertain the methods of teaching modern languages?—Yes, I grant that; but it is a question of how much is to depend upon inspection.

8427. How much do you think ought to depend upon inspection?—With reference to that point, I

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should hold the examinations pretty much as at present, with the improvements we feel should be introduced; then, I would send the inespector to the school; and then it is a question which might be argued both ways, whether it would be better to have a grant for the inspection, or to confine the grant to the results of the examination. There is a good deal to be said for both plans.

8428. You mean that we should ascertain the result jointly?—Ascertain the result jointly.

8429. If we found it necessary to ascertain by inspection, we should have some sanction for it; we should be able to impose some penalty if the result of the inspection was not satisfactory, or to give some additional advantage if it were satisfactory?—Certainly.

8430. Then, if we were not fettered by the Act of Parliament, would you object to the results being ascertained as Professor FitzGerald suggested—as to one part by one system, and as to another part by the other system; as to the one part by the results of examination, and as to another part by the results of inspection?—Not by the results of such general inspection as I am in favour of. It seems to me not to make very much difference whether you say a man has earned £100 results fees as the result of examination, and an inspector comes down and reports on the school, and you give him an additional £25 if there is a satisfactory inspection, or fine him if there is an unsatisfactory inspection.

8430A. How would you propose to work it out—what sanction would you attach to inspection?—Well, for instance, the inspector would be able to find out if it was a miserable, poky school, or anything of that kind; and the way in which I think it could be done best would be to strike off so much of his results fees.

8431. Now, as to the examiners being chosen from teachers, which is a matter I am anxious to effect, if it is possible. The practical difficulty in that is that we cannot appoint as an examiner any person who has taught students during that year, or who is in any way connected with any school which seeks results fees. Do you see that difficulty?—Yes.

8432. Then we should be driven from the actual working schoolmasters to ex-schoolmasters—to schoolmasters who had retired. Under the present system we are obliged to ask each examiner to mark a thousand different papers, which is a very onerous duty, and there seems to be great difficulty, unless we make some change in the mode of our examination, in being able to have proper examiners from the teaching class, seeing that we must exclude all actual teachers. You observe the difficulty?—There is a difficulty.

8433. What suggestion do you make in reference to that?—I would say that difficulty could be very largely got over by having a central board of examiners, which so many witnesses have recommended, to revise the examination papers. If that is made a reality it does not very much matter as to whether the examiners are teachers or not.

8434. But you see there is that practical difficulty in selecting our examiners from the body of teachers?—There is.

8435. Otherwise, I myself think they are much the most suitable body to select from. Now, in reference to establishing a register (which, I suppose, ultimately, will be established), you propose that this register shall be established by the Intermediate Board?—Yes.

8436. Without any Parliamentary sanction?—It would be better if there was Parliamentary sanction, but still, as a good beginning, the Intermediate Education Board——

8437. Could usurp the power?—I see no reasons against it.

8438. You are aware that this subject of the registration of teachers is at this moment being much discussed in England?—Yes.

8438A. You are aware that the Duke of Devonshire last year brought in a Bill for the purpose of establishing a register of teachers, and that that Bill is to be re-introduced this year, and the whole matter is to be considered in Parliament?—Yes.

8439. What would you say to a Board not constituted for the purpose of establishing a register of teachers, taking it upon themselves to establish such a register in Ireland, while the very matter was under the consideration of Parliament in England? Surely, if such a register is to be established in this country, the proper way of doing so would be by extending the present Bill to Ireland. Surely a matter of that description—a matter of such vast importance—must be a matter for Parliament, and not for us?—We are very anxious, and have taken steps from time to time, to get Parliament to legislate in the matter.

8440. But you have not induced it to do so as yet, and you ask us to do that although we have not been appointed to do it *ad hoc*. No one ever dreamt, when we were appointed a Board, of supposing that we could establish such a register?—Nobody ever did, but if I am not mistaken, this Commission can make recommendations which would obtain the sanction of Parliament.

8441. Oh, if your proposal is confined to our making recommendations to that effect, then I do not object to it at all; but I thought your suggestion amounted to this—that the Intermediate Board could constitute such a register now, by mere rules?—By such rules as I suppose will come in as the result of this Commission.

8442. According to my view as to the result of Parliamentary action, you observe what it would do; if we were to establish a register it should be part of the rule that any school, the headmaster of which was not a registered teacher, should not be permitted to send in students for results fees?—It would come to that after a while, certainly.

8443. You observe then, that instead of giving the benefit of this Act of Parliament to all schools, as was intended by the Act of Parliament, we should be selecting a particular class of schools and limiting the benefits of the Act to them?—I don't think that follows, and for this reason that it has been contemplated with regard to legislation in England, that in the first instance they would admit wholesale all accredited teachers, and I take it that in the first instance something of the kind should be done in Ireland. It would be only gradually that you could impose certain general rules, so that I don't think, taking the English analogy, that any difficulty would exist.

8444. Mr. Justice MADDEN.—The paper which has been sent in on behalf of the Teachers' Guild recommends what you describe as a modified scheme of inspection?—Yes.

8445. The Guild recommends that inspectors should be appointed for three different purposes—to look into the efficiency of school buildings and so forth, to look into school organisation with reference to certain matters, and the third purpose (*reads paragraph c*): "To conduct examinations in practical subjects and oral parts of languages, to inspect the method of teaching, and to report on other such subjects." I understand that your objections to paragraph (*c*) are rather practical than theoretical?—Yes.

8446. Don't understand me as undervaluing practical considerations. I take it that your objections to paragraph (*c*) are all of a practical nature?—Yes.

8447. I don't know whether the attention of the committee who drew up these suggestions was called at the time to the report of the Commissioners on Secondary Education of 1895?—No, I think not.

8448. Well, it so happens that their division of inspection almost exactly corresponds with the division of inspection adopted by the Commissioners of 1895. They divide inspection into three classes—sanitary inspection, which is very much like your (*a*), ad-

ministrative inspection, which is very much like your (*b*), and educational inspection, which is very much like your (*c*)?—Yes.

8449. I call your attention to them to see how far you agree. With reference to sanitary and administrative inspection you adopt the suggestions of your committee?—Yes.

8450. And they are, though not so in detail, substantially identical with the recommendations of the Commission of 1895. But now I pass to educational inspection, and it is there only that the difference of opinion arose. Your committee were unanimous as regards sanitary and administrative inspection, but there were some differences of opinion as regards (*c*)?—Yes.

8451. I will read a short passage from the report of the Commissioners of 1895 with regard to educational inspection, and we will see how far we can travel together: (*reading*) "In the case of public endowed schools subject to the jurisdiction of the local authority and of any other schools asking to be recognised" he (that is the inspector) should "in all cases require the production of the school time table, and see that it sufficiently provides for instruction in the subjects of the curriculum as presented by the scheme." That part possibly might range under administration?—Yes.

8452. I now come to educational inspection. It is at page 306 (*reading*): "He should satisfy himself that the teaching staff of the school is sufficient both in number and attainments for the work that it claims to do, and that the equipment and apparatus are suitable and sufficient. It would further be desirable that he should also be present at the teaching of at any rate the principal classes, so as to form a just appreciation of the practical qualities of the teachers without in any way interfering with the course of instruction given. But in view of the disquiet which a general enforcement of such a rule may at first excite, we are not prepared to say that it should be deemed essential." As I understand your view it is very much the same?—Very much, yes.

8453. Laying aside disquiet for a moment, do you see any insuperable difficulties? I quite understand the recommendation that a certain mode of inspection should not be adopted in view of the disquiet, and that systems which are found to work reasonably well should not be at once interfered with. But do you see any objection to trying the experiment of how far a system of educational inspection would work?—I see no objection to trying the experiment provided that it is clearly understood that it is an experiment, and that in the first instance and until the experiment has proved its value, that the money paid to the school or the character of the school should not depend upon the result of the inspection. It should be very confidential, and should be worked out in a quiet way at first.

8454. Although the Commissioners did not see their way to recommend full educational inspection in view of disquiet, there is a vast body of opinion, the opinion not merely of theorists but of practical men who have had experience of inspection, in favour of educational inspection. Is there not?—It is something that is desirable. That I have said all through.

8455. Something that is desirable. Well, a thing that is desirable though not immediately attainable should be kept in view?—Yes.

8456. Seeing that an efficient system of educational inspection is a thing that is desirable, and a thing to be kept in view, would it not be advisable, so far as we can safely do it, to try the experiment. You observe the qualification?—Yes, with the qualification.

8457. I will go to the qualification, and see how far do you think the experiment could safely be tried. In the first place I gather from your evidence that you would not distribute our endowment amongst the schools of Ireland upon the basis of inspection?—Of that kind of inspection—educational inspection—no, certainly not at first.

8458. In your answers to the Chairman you fully recognise the value of some oral test, whether you call it inspection or examination, with regard to certain branches of science?—Certainly, yes.

8459. I think you went so far as to say that with regard to natural science and the teaching of modern languages it was indispensable?—I think it is.

8460. Do you regard these as very important branches of our curriculum—natural science and modern languages?—What I say in reference to natural science so far as I speak about it and modern languages is that *viva voce* examination, asking me to answer certain questions, is quite a different thing from inspecting the way I have been taught my work.

8461. That is another question. Do you regard as an essential part of the Intermediate system in Ireland the testing of the efficient teaching of the modern languages, as living languages, and of natural science?—I do.

8462. I think you have agreed that efficient teaching in those essential branches of learning cannot be tested solely by written examination?—Certainly, with regard to modern languages I would say that.

8463. I am not an expert myself in natural science, but you may assume that those who understand the subject are all agreed on that subject?—Yes.

8464. Then it comes to this, that we ought somehow or another if we can, to supplement our system of written examinations by something that will afford a reasonable test of the teaching of those branches of learning?—I look upon all the examinations as a test of efficient teaching, and I say with reference to those that you want another kind of examination. I want to get your oral inspection as the test of the modern languages and natural science.

8465. That is what I am endeavouring to suggest?—Well, then, certainly I would say yes. That should be clearly understood.

8466. I don't want to question your opinions. What I want to see exactly is the point to which your knowledge and extended experience leads you. Then the result of your evidence would tend in the direction of seeing how far we could safely and usefully engraft upon our system of Intermediate education a reasonably safe system of inspection?—Yes.

8467. O'Conor Don.—With regard to this proposal of registering teachers, do I understand you to hold that the teachers should be examined in any way?—Not necessarily in the first instance. It would come to that, I fancy.

8468. It would come to that, that the teachers would have to pass a qualifying examination?—Yes, I believe it would come to that.

8469. They would have to get a certificate, based upon a written examination, as to their qualifications?—I should not say that. I should say that probably the written examination would be part of it, and an examination in the art of practical teaching would be another part of it.

8470. And to what body would you entrust this qualifying examination of teachers?—Different bodies have taken it up to the present. The practical matter is to establish *something* in the direction of a test of the teaching. Possibly the way the thing would work out in practice would be that whatever board had to keep the register would take more qualifications than one, more bodies to examine than one. The point on which they would soon insist would be that they should have some test upon which they could rely. Possibly it would be the test of experience, and the test of examination, both written and practical—the two things together.

8471. That duty would be cast upon the Intermediate Education Board?—I think so. Having

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taken up the question of registering the teachers, it would be for them to decide whose examination they would consider satisfactory. I don't say that the work of the examination need at all be necessarily the same. They might take the College of Preceptors, London, or Trinity College, and if the Royal University set up such an examination they might take it.

8472. Do you mean to say that the responsibility of deciding what should be the test would rest with this Board?—Yes, I think so.

8473. Rev. Dr. TODD MARTIN.—I gather from your evidence, Doctor Moore, that your experience of the National Inspectors' written examination of candidates is that it is quite a perfect test of qualification?—Yes, of their literary qualifications.

8474. And that their examination of teaching power, as shown, experimentally, is defective?—No; I did not mean to say that. I gave instances of where wrong results were arrived at. I spoke advisedly. I would be sorry to say that it cannot be a satisfactory test as a general rule, especially if we can get the same inspectors to go through the work.

8475. I was not thinking of the inspectors being defective, but that even inspection that is not defective as a test, produces these strange results that you mention?—Undoubtedly.

8476. There is only one other question I should like to ask you. You recommend that only persons who have practical experience as teachers should be appointed as centre superintendents?—Yes.

8477. You don't mean to limit that to assistant teachers in Intermediate schools?—Oh, no; certainly not.

8478. Persons in the professions, for example, might be eligible?—Yes, if they had experience as teachers.

8479. You would make it a qualification in all cases that they should have some teaching experience?—I should.

8480. Dr. BARKLEY.—With reference to the qualifications of examiners, I think you stated in answers you have already given, that you do not propose to make the rule that they should have had experience of teaching pupils of the same age, a compulsory rule affecting our selection?—No; I think that would be practically impossible.

8481. It is rather a counsel of perfection?—Yes.

8482. There is another proposal, that there should be at least two examiners in each subject. You know that at present we have two examiners in almost every subject. But there are a few subjects in which there are, perhaps, only three or four hundred pupils to be examined, and there we have only one examiner, because the amount of the work is so small?—Yes. Could not that be met by reducing the fee in those cases?

8483. I think the fee in these cases is already much smaller than in the cases where a thousand pupils present themselves?—Our idea was that the check of two minds is a valuable check, and that even when the number is small it ought still be maintained, of course, reducing the fee in proportion.

8484. If we reduced the fee, already small, in order to appoint two examiners, we might make it not worth the while of an examiner to undertake the work?—Yes, of course, that is a practical danger.

8485. Most Rev. Dr. WALSH.—In reference to those training college examinations, Dr. Moore, you consider the test applied by the inspectors of the National Education Board, which is a written examination, a very satisfactory test, as far as it goes?—Yes.

8486. You have had considerable experience of the working of it now?—Yes; fourteen years.

8487. And you find that it comes out pretty even all round?—Yes.

8488. The results of the examinations held on students coming into the college is substantially the same as the results of the examinations on the students that go out?—Yes.

8489. Do you think that that goes to prove anything for the merits of written examination? Both of these are written examinations. Is not the examination that is held for entrance a written examination?—Yes.

8490. And the examination that is held when your students are getting their classification is also a written examination, is it not?—Yes.

8491. How does it prove anything in favour of a system of written examination to say that two written examinations bring out the same results?—Because if the test was a bad one the results would be variable.

8492. I don't see that at all. Supposing that a written examination is calculated to test one particular kind of merit, and to leave untested another very large and most important field of merit, which is not touched at all by written examination, how does it prove anything in favour of written examination that the results in two written examinations come out practically identical, the same field of work, and that an important one, being left untested in the two examinations?—That is a different question. I said that the written examination tested the literary powers accurately and successfully. I said also that it did not test the teaching power.

8493. Does it not test the power of getting up matter out of a book in such a way that the student examined can write down on paper the answers to certain printed questions?—It does a great deal more.

8494. What more does it do?—For instance, take the scholarship examinations at Oxford——

8495. I am speaking, not of Oxford, but of the examinations that you seem naturally anxious to tell us about, the examinations of the Irish National Education Board as conducted at the training colleges. Let us get this, if you please, first, and then we can go on to whatever you may be kind enough to tell us about Oxford. What else does the examination of the National Board test except the power of the candidate to get up a certain amount of matter out of a book, and to write down on paper answers to certain printed questions?—That is assuming that the only thing that written examination can test is knowledge got from a book. If you set a man a piece of English composition in any subject, whether it be "The Flowers of Spring," or some logical question, it does not follow that he had looked at a book at all in order to write a good composition.

8496. Now, as to composition, is there any other possible way of testing composition except by written examination?—No other way. It is then plain to put the matter generally that this written examination does test more than knowledge got out of books?

8497. Of course it does. Composition cannot be tested in any other way. But so far as there can be a question between a written and an oral examination, what more does the written examination test at leaving than it tests at entrance. Is it not the same kind of thing?—Certainly it is the same kind of knowledge. I don't controvert that for a moment; but its extent is much wider than the range of the books read.

8498. I quite understand that. Now as to another matter. I think you said that you were not quite satisfied with the examinations held by the National Board inspectors. In what branches of the work of the college were those examinations unsatisfactory?—I think I have been careful to say that I was satisfied with them. I believe they are as good, as impartial, and as fair as any can be in which certain of the results were wrong.

8499. Are the cases of wrong results, that you allude to, cases of frequent occurrence, or are they exceptional cases?—It is a matter of frequent occur-

rence that a student under examination of that kind does not teach as well as she or he is able to teach. That is a matter of frequent occurrence.

8500. So that it is a matter of frequent occurrence that the one practical examination which the National Board applies in your college brings out wrong results?—I could not say wrong results in the aggregate. Certainly not. I want to guard carefully against being supposed to say that.

8501. In the aggregate? You mean they are not all wrong?—Certainly not.

8502. But you tell us that the cases are frequent in which they are wrong?—If you let me put the point in my own way. It is a question of one inspector going around a number of schools in different parts of the country, in one school examining say one teacher, in another examining two teachers, in another examining three teachers——

8503. Not in your training college in Kildare Place?—No.

8504. But you began with Kildare Place, and we have not yet passed from it. When we have done with it, we can go on. The questions I am now putting to you have regard to examinations under the National Board in Kildare Place?—I want to be allowed to clear it up and to use an illustration.

8505. Do the examinations in Kildare Place bring out satisfactory results on the whole, or do they not?—They do, on the whole.

8506. That is all I wish to ask you?—Of course, I am in the hands of the board. But a wrong impression may be caused if I am not allowed to say another word. I want particularly to speak about that subject, and what I want to say is this. If you go to a number of Intermediate schools throughout the country, you will have say two teachers in one school, and three teachers in another, and so on, some of them being Roman Catholic schools and some Protestant schools. And say that they make up an aggregate of sixty. I take that number because that is about the number that we have under inspection at the close of training. If the inspector takes sixty students and examines them in the training college, it is of very little comparative importance with regard to the aggregate result if he makes a mistake in one or two. But it is quite a different thing in the case of a number of different schools scattered throughout the country. Great hardship might be inflicted in this latter case if mistakes were made.

8507. I quite understand all that. I merely wished to know in what sense we were to understand your statement, as I understood it, that the cases in which the results of the examinations conducted by the National Education Board in your college were wrong were of frequent occurrence. Now, as to another matter. In reference to the recommendations of your Guild, in some cases the form is that certain things would be desirable. In other cases they recommend that certain things should be done. That second is a stronger form of expression than the first?—Yes.

8508. Now, it is in reference to a case of the second kind that you tell us that the report represents, not the recommendations of the Guild, but only the recommendations of a majority. In reference to oral examinations they say "That in the case of modern languages some form of oral, and in the case of natural and experimental science, and theory of music, some form of practical examination is desirable." They state that these things are "desirable." But then when they come to speak of inspectors, and of the various things specified, as defining what the inspectors ought to do, they do not say merely that it is "desirable," but they positively recommend that inspectors should be appointed to do these particular things. However, you tell us that this was put in after people had gone away?—I said I believed, as far as I could tell, that the (c) part of it was. I don't wish to be understood as speaking authoritatively.

8509. Could you tell us as to any other parts, those, for instance, that come later in the paper, whether they were put in before the people went away?—Number 2. As Professor FitzGerald said this morning, there was a slight modification made in those late things in the paper after the people went away.

8510. After some of the members went away?—After some went away. It was done in the evening of the public meeting.

8511. May I assume that at this meeting of the Guild which recommended it, you stated your objections to the inspection of Intermediate schools?—No, I didn't.

8512. Were the Guild aware of your objections to inspection?—So far as I am aware, my Guild are scarcely aware of that recommendation.

8513. They are not aware of your views on this particular point?—I should think not.

8514. They were not aware of it when they selected you as their representative here?—Yes. But it was distinctly understood that I might give my own opinions as distinct from those of the Guild, and I have tried to keep them distinct.

8515. Mr. Justice MADDEN.—(c) is the recommendation of the Guild?—Yes.

8516. "Your Guild's recommendation" is your own expression?—Yes.

The witness withdrew.

Mr. JOHN THOMPSON, M.A., Honorary Secretary, Dublin and Central Irish Branch of the Teachers' Guild of Great Britain and Ireland, examined.

8517. CHAIRMAN.—Mr. Thompson, you are one of the honorary secretaries of the Teachers' Guild?—Yes.

8518. Are you headmaster in the High School, Dublin?—No. Senior classical master.

8519. And you have been sent to us as the second representative of the Guild?—Yes.

8520. You may assume that we are aware of everything contained in the printed paper. You received Mr. Daly's paper asking that you should specify any additional matters to which sufficient attention had not been called in these written replies?—Yes.

8521. There appear to be some matters that you wish to bring under our notice in addition to what has been mentioned in the printed replies?—Yes.

8522. Kindly state them?—With regard to the general working of the system, and the general recommendations for its improvement, I should like to make the following statement. In answering the queries sent out by the Intermediate Education Commission, the Teachers' Guild considered that the following problem was laid before it, viz.: Had the limited sum which the Intermediate Education Commission had at their disposal been used in the best possible way to promote Intermediate education in Ireland? What defects were there in the system, and what would be the best practical method of improving it and education generally? The Guild was unanimously of opinion that the system had been of very great benefit to Intermediate education, that the standard of education had been raised and interest developed; that its greatest merit was its perfect impartiality; and that in looking for improvements the Commission should do so along the lines of the present system of written examination and payment by the results of such examination; and that any attempt to radically alter this principle would mean certain disaster. The Guild is, however, not blind to its defects. Of those affecting the whole system, I will mention the three most important, and then ex-

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plain how the Guild would correct them:—(I.) The present system does not test the method of teaching. It does test what a student has learnt, but it does not adequately test the way in which he is taught. It is both theoretically and practically possible to obtain a fair number of marks and results fees by bad teaching. It is very well known that a large amount of teaching in Intermediate schools is done by young men who use teaching merely as a temporary stop-gap, whose interest is not in education, and who do not give it their whole or even their first attention, but are reading for university or other examinations and professions. Such men to a large extent do their work without heart and perfunctorily. Again, cramming is bad teaching, which exists in spite of the rules of the Board, and is not inherent in the system, although it may to some extent be encouraged by some of the questions. By cramming I do not mean training and developing the memory (with which it is often confused), but over-feeding the mental organs and piling on undigested facts and knowledge, which the student tries in vain to retain, a method used by ignorant teachers, and resulting, as conclusively proved by examiners' reports, in a hopeless mental confusion. To attempt to teach physical science without experiments is obviously a bad method, and teaching boys to learn translation by heart is most pernicious, and so on. (II.) The present system does not test the circumstances and surroundings under which students are taught. Rooms may be over-crowded, buildings insanitary or badly lighted; the hours of study may be too long and injurious to health; and there may be a complete lack of all proper educational appliances in the way of desks, maps, dictionaries, and so on. Of none of these things does the present system take account, and yet surely the Government should see that girls and boys in schools are as much protected as girls and boys in factories. On the other hand, I believe that medical men have exaggerated the ill-effects on the health of the present system. It is possible that defective surroundings have done harm in some cases, but again, the public are now far more careful of the health of their children, and more anxious about their physical welfare and take them more to doctors; and further, teachers have also paid more attention to the physical defects of their students, and are constantly calling the attention of parents to weakness of eyesight, etc., which have escaped detection at home. In many instances children have broken down through the over-anxiety of parents for their children to do well, and in any case such breakdowns are absolutely unnecessary, and are not inherently the fault of the system. (III.) There has been a very serious leakage of the endowment. It is clearly meant that the £80,000 annual income of the Intermediate Education Board should all go to the improvement of education, but for various reasons a great deal of the money has been wasted. The system has fostered the growth of schools which have competed fiercely with one another, and have gone in for cutting fees, and there has been developed a most iniquitous system of touting. Equally pernicious and wasteful has been the steady outward pressure exercised by the public, who, regardless of the demands of education, have insisted on a lowering of the ordinary school fees, while on the other hand some schools have taken promising pupils for nothing, or given away results fees to the students. It is self-evident that money so used is mis-spent, and lost to education, and no such result was ever contemplated by the Act. Similarly, but only to a small extent, money is lost when exhibitions are won by boys who leave school at once. There are other defects in the working of the system which I shall refer to later, but these three are serious blots on the system, and must be boldly faced. The third of these defects, the waste and mis-use of result fees, can only be remedied by creating a pressure from within, by which the teachers would be enabled to resist the pressure of the public from without, and must be exercised evenly all over the country. This can be done by paying greater attention to the first two defects, the methods of teaching, and the surroundings of the taught. The surroundings may be improved by a system of inspection, but inspection cannot improve bad methods; it may point them out, and I believe one of the first results of inspection would be to point out how seriously defective the teaching is. An analyst may point out the defects in bad water, but the water itself must be purified at the source. It is for this reason that the Teachers' Guild has suggested the registration of teachers, and this is the most important reform that could be made in Intermediate education, and the practical difficulties in its way are of the slightest. Registration implies "training of teachers." The principle has been admitted by both universities of this country, Trinity College and the Royal University, who have recently arranged courses for teachers. Before being registered, or even trained, a teacher should have reached a certain standard of general knowledge, and have attained a special proficiency in the subject he proposes to teach. His training should be partly theoretical, partly practical; he should learn the theory of teaching, proper methods, the importance and correlation of various subjects, and why they are taught, the objects of education, the nature of the child's intellect, the history of education, what methods have been tried with success, and what methods have failed, and so on; and when he has mastered the theory he should be tested practically in the management of classes, the maintaining of discipline, and the power of imparting knowledge and training the mind. This last should take place under teachers, and in schools of acknowledged standing. Requirements of this kind in a teacher would prevent men from entering the profession who have no interest in it, and look upon it merely as a stepping stone. It would inevitably exercise a strong inward pressure as trained teachers would require higher salaries; the methods of teaching would infallibly be raised to a higher level. Such teachers would know what are the proper surroundings and appliances for teaching, and try, as far as possible, to have them. We should not hear of natural science being taught without experiments, or modern languages without proper pronunciation, or of the promiscuous use of cribs, cramming and over-pressure, as teachers would have learnt that these things fail to educate, and they would be taught to regard education before all things, and thus the tone of education would be vastly improved. Objections have been made to the practical working of a scheme of training and registration which, I think, arise from misunderstanding. In the first place, teachers of a certain standing say of three or five years' experience should be allowed to be registered without further test; which means that the reform will work gradually, and schools will have time to adapt themselves gradually to the change. Teachers of very recent standing should be required to pass an examination in the theory and practice of teaching. This is now being required of newly-appointed masters in England. Secondly, when a teacher is once on the register the Intermediate Education Board will recognise him or her as a competent teacher. The Board will keep a list of registered teachers, and every year when a school sends in a list of its pupils it will also send a list of its teachers, and a school which employs all registered teachers will receive full result fees, and those which do not will lose in a certain proportion to be determined by the Board; and, after a few years, when the system is in more efficient working order, this proportion should be increased. There will thus be no red tape, and no interference with the teacher as such. The system proposed will also have this advantage, that it will secure trained teachers for those parts of Intermediate schools which are not submitted to the examination. Another point in this connection is the

question of expediency. A Secondary Education Bill for England is being introduced this session in the House of Commons, which provides, among other things, for the registration of English teachers. If Ireland lags behind in this question, it is probable and, to my mind, certain that incompetent persons who cannot find an opening to teach in England will find their way to Ireland; bad methods will continue. Inspection may prevent bad buildings, but the leakage and waste of results fees will not be stopped. I now come to the method of inspection recommended by the Teachers' Guild. The qualifications which the Teachers' Guild thinks necessary for inspectors are pointed out in the book of answers. May I add that it does not contemplate a large number of inspectors, and is of the opinion that the permanent examiners recommended and the inspectors should be the same persons. The work of the inspectors will consist of three parts: (1) to examine the surroundings of the students, the buildings, equipments, etc.; if they are defective the inspection should so report to the Board, and the Board should point out the defects, and insist that they should be made good up to an amount equivalent to 10 or 20 per cent. of the year's results fees; in default, the school should be warned, and if recalcitrant, should be excluded from the system. Of course if a building is actually dangerous to health the Board should insist on immediate remedies, but I imagine such cases are rare, and the threat of inspection will be sufficient to remedy them. This recommendation is equally fair to day schools and boarding schools. A new school wishing to come under the system should come up to a definite standard, but in the case of poor and defective schools already under the Board, the policy should be one of gradually remedying their defects and bringing them up to a certain level. If they cannot develop it will be a proof of incompetency, and after a fair trial they should drop out. (2) In the matter of time tables and hours of study the inspectors should make inquiry in order to prevent over-pressure; children should have one day's complete rest in seven, have proper hours and means for recreation, should not be kept too long sitting at lessons without short intervals. Offences in this respect are the result of ignorance, and teachers who are at the same time educationalists would not be guilty of them. Inspectors must insist on these things being changed at once. It will also be their duty to see that all the subjects for which students enter at the examinations are actually taught in schools. (3) The inspectors should conduct oral and practical examinations as a corrective to the written examination. The plan suggested is as follows: The inspector will go round to the French and German and other language classes in each school, and hear them read; if the reading is defective he will report so to the Board, who will call the school's attention to the fact; if there is no improvement on the occasion of the next visitation the school shall lose 25 or 30 per cent. of its results fees in the particular language—not all, for if a boy knows enough German or French to pass a fair written examination he has learnt enough French or German to be extremely useful to him. In natural science the inspector should see whether there is a laboratory and opportunity for practical work, and also whether the students are actually capable of using the apparatus intelligently. If a school cannot teach natural science practically, it should not be allowed to do so at all. Generally, the most useful function of the inspectors will be to keep the schools and Board in touch with one another, and to keep a current of healthy educational ideas constantly flowing by their visits to the schools and annual reports. Any attempt at present to conduct by their means an examination which will take the place of the present system must break down; it would have to be as thorough as the present written examination, and would not then be as satisfactory, or as equally above suspicion, and the public generally would not be as satisfied with it. It is, however, quite possible that, after another ten or twenty years, if a system of registration of teachers be adopted, that inspection might be developed and extended, but its working should be carefully watched, and it should be regarded at present as merely an experiment. I have also some notes on the examination.

8523. You may let us have them?—The examinations at present for the ordinary pass boys are too difficult, and beyond the average school child. They are often to some extent, what I would call "tippy." Words are picked out in Latin and Greek for declension, which a boy could not have met, unless he had read a long list of words in a grammar.

8524. Exceptional words?—Yes. And mistakes have occurred in questions; questions have been set outside the course, and questions not corresponding to the programme. There is also a variation in the standard of marking, and of this there is a very good instance in the reports of the examiners for 1898—in the Middle Grade, in Latin,—reports of two examiners. The examiner of the first paper says:—"In no branch did the answering as a general rule rise much above the dead level of mediocrity. . . Scores of boys combined ignorance and heedlessness. . . . It seems clear that in many cases boys are allowed to read the prescribed work without having any intelligent interest in it aroused in their minds. One is tempted to think that 'likely' passages are selected from the book, and drummed into the pupils' heads—or, rather, the difficult words in those passages;" and in the case of the girls he says:—"I am sorry that I have no option but to repeat here the strictures already passed on the boys."

8525. What grade is that?—The Middle Grade, Latin.

8526. That is the first paper?—Yes. The examiner of the second paper says:—"The task was, on the whole, a very pleasant one. The translation at sight was, on the whole, well done. It furnishes a complete refutation to the charge often brought against the Intermediate system of encouraging cramming. Indeed, my complaint against the preparation of the boys is that they were not 'crammed' enough. The work done in this grade during the last year has been highly praiseworthy." It is clear that, if there had been two examiners like the first, or two like the second, the result would have been different. The two adopted different standards giving contradictory reports on the same boys in the same grade. It is for reasons of a similar kind that the Teachers' Guild has often brought before the Board the faults in the examination papers with a view to their improvement. It is for that reason that we have proposed a Board of Revising Examiners; and these examiners should be, as far as possible, persons who have had experience of teaching in Intermediate schools.

8527. How shall we be able to procure these gentlemen—you have mentioned the difficulty?—The difficulty, I think, would vanish to some extent if you had inspectors who had already been school teachers. These inspectors, I have already proposed, would also be the same persons as the permanent Examination Board. I think it would be a great saving of time and money if they were the same persons. I think the examinations in some subjects might be made more practical. In shorthand there is a limited number of pupils, and there would be no difficulty in the centre superintendent reading out passages for them to take down. On the question of botany, the curator of the Botanical Gardens is quite willing

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to send out sufficient specimens for all the examinees, and in the science subjects there might be more questions asked of boys, to describe experiments which they have seen performed, or done themselves. The next question is that of the number of grades. We have proposed that the Preparatory Grade should be either abolished or reformed. On that question there was a difference of opinion. The majority thought that the Preparatory Grade should be abolished on account of the great strain.

8528. In the examination?—Yes, and in the preparing.

8529. Did they consider whether competition should be abolished?—We were all of opinion that, if it were retained, it should be only a qualifying or pass examination, and, with regard to the Preparatory Grade, it was thought by some members that there should not be the same limit in the number of subjects—that a clever boy might be able to take up more subjects if the standard were lower, and it would be also useful in determining what the natural bent of a boy was, so as to determine what he should take up in the higher grades. The Junior and Middle Grades, we think, should remain as they are. It was understood that natural science——

8530. I am anxious to hear you very fully on the question of the grades, and I should like you to suggest a scheme for the grammar and commercial courses?—With regard to the Senior Grade, we recommended specialization as long ago as in 1894. We have recommended that there should be special groups of subjects—classics, mathematics, modern languages, and natural science—and I should like to add, personally, music;—and we have recommended that English should be compulsory. I am not sure that it would not be better to make English a separate special group, and then allow a boy to take two of these groups rather than one. That is a question which might be considered. I think it would be better to take up two special groups rather than one, and the boy who did not wish to specialise might take the Middle Grade again. Then, in modern languages, the candidates in the Senior Grade being few in number, you might insist on a *viva voce* examination, in order to see whether they could speak the language. In the lower grades, it would be idle to expect a boy to speak the language, unless he had special advantages at home, as under the present system it is only possible to devote two or three hours a week to French or German.

8531. Most Rev. Dr. WALSH.—You might see whether they could read the language?—Yes; that I propose.

8532. CHAIRMAN.—You would have a *viva voce* examination in the Senior Grade?—Yes; in the other grades I would suggest that the inspector should hear a class read a passage; but in the Senior Grade I would have a *viva voce* examination.

8533. Dr. BARKLEY.—That, of course, would involve that they should go to selected centres?—Yes; but their number is so few that I do not think it would involve much difficulty. Then, with regard to over-age students, I think the extra year now allowed for over-age students is a great advantage; but boys should not be classed as over-age. Putting them in a category by themselves casts a slur on boys who may have been prevented by ill-health, or some other unavoidable cause, from presenting themselves for examination; and if such a boy presents himself the following year he is classed as an over-age student. That is a thing he does not like

8534. I suppose you would make him ineligible for prizes?—Yes. I would not be in favour of extending the age for two years; that would make a boy too old; but I am in favour of extending the age limit one year. Another recommendation has been suggested, with reference to boys who obtain an exhibition in the Junior Grade under age. The present rules compel a boy, who has won an exhibition in the Junior Grade, to go on to the Middle Grade in the following year, and in the next year to the Senior Grade, in order to retain his exhibition. It seems to me that such a boy might be allowed to lie fallow for a year, or that he might be allowed to take the Middle Grade twice. Another matter I wish to refer to is with regard to the courses. The Teachers' Guild partly recommended that the courses for girls and boys should be made the same. The lady members of the Guild were not able to assent to their being the same in the Middle and Senior Grades; but they assented to their being the same in the Junior.

8535. Are there many lady members in the Guild?—There are.

8536. CHAIRMAN.—Miss Mulvany is one?—Yes; I think she was in favour of it. It was not altogether the ladies who were against the courses being the same in the higher grades; but some of the lady members were against it, and some of the male members voted with them. With regard to the division of courses, it has been proposed that there should be three separate courses: one a grammar-school course; the second a science course, and the third a commercial course; and it has been proposed that all three should be kept separate throughout. To this there are various objections. In the first place, there is a practical objection: schools could not provide thoroughly good teaching for all three courses in the separate grades. It would mean doubling the staffs, at all events; and they have not the means, at present, to do that. They would either have to bungle all three, or drive the boys into one. Secondly, boys would not decide so young which course they would take. We often find that a boy wants to do one thing one year, and another thing the following year; and comparatively poor parents are often willing to give a boy the chance of a university career if he is likely to do well; they cannot decide at so early an age as 13 or 14. Thirdly, I think it would be unsound, educationally, to specialise so early. In framing the courses, we should have regard to what would be desirable educationally; true education should be considered first, not what is utilitarian. I am opposed to merely considering utilitarian views in such a matter. The question is, can we differentiate the subjects, without having three separate courses?—I think we can. I would propose a course of science subjects, having 1,200 marks assigned to it; and a commercial course, with 1,200 marks. With regard to science subjects, it is stated that the Intermediate Board has not sufficient funds at its disposal to provide schools with the requisite equipments for efficient teaching; and I think it would be very desirable if a fair proportion of the South Kensington money was handed over to the Board—I think Mr. Preston said that our proportion of the grant should be £20,000 a year—if we could get that, it would do a great deal towards providing equipments in a great many schools which are at present practically shut out from the benefits of the Science and Art Department.

8537. Your school was for some years working in connection with the Department?—Yes; four or five years ago we earned £130; but the amount decreased, and two years ago it dropped down to £11; and we found it was not worth while continuing to work in connection with the Department.

8538. Mr. Justice MADDEN.—How do you account for that falling off?—Changes in the rules. The principal reason was that the Department made a rule that Intermediate schools should be regarded as endowed schools. I think that if the amount mentioned by Mr. Preston was ear-marked, and handed over to some body in Ireland, to be used in the promotion of scientific education, it would be of great service.

8539. CHAIRMAN.—Or if the Science and Art Department would work in connection with the Intermediate Board, as suggested by Captain Abney?—Yes.

8540. You think that would be desirable?—Certainly. It would be of great advantage; because scientific education is more advanced in England than it is in Ireland and the conditions are different. Then, as to the marks assigned to those subjects, at present a boy may take one science only—chemistry or natural philosophy—if he wishes; and those sciences count 500 marks each. I propose that the two sciences should be grouped as one subject, and should count 1,200 marks. If a boy takes science at all he should take a fair amount of it, and be thoroughly well trained in it. With regard to the commercial course we believe that it also is unsatisfactory and works badly. Take the pass lists. You will find that boys take one or other commercial subject, not because they really want to study it, but merely to make up their full total of marks. For example, boys take commercial French who do not take commercial English, or any other commercial subject. I propose that for the commercial course of subjects, 1,200 marks shall be allotted in each grade. In both grades the commercial group shall count 1,200 marks. I would divide that group into two parts: the practical part, including shorthand, book-keeping, copying manuscripts, and *precis* writing, to count 600 marks; and the theoretical, or literary part, including geography, history, elementary political economy, and commercial English, and French (or German) counting 600 marks. The reason I divide it is that girls, who should be allowed to take the course, might substitute domestic economy, or some other subject more suitable for girls for one of the parts; or a boy might substitute drawing, which I regard as extremely useful in a commercial course. In that way, the courses would each work out a total of 6,000 marks. Thus, a classical boy would take English, Latin, Greek, French or German, arithmetic, Euclid, and algebra; I would allot to English, Latin, and Greek 1,200 marks each, French or German 700, arithmetic 500, Euclid 600, and algebra 600—making a total of 6,000. A science boy would take English, 1,200; Latin, 1,200; natural sciences, 1,200; French or German, 700; arithmetic, 500; Euclid, 600; and algebra, 600—making 6,000. A commercial boy would take English, 1,200; Latin or natural science, 1,200; the commercial subjects I have mentioned, 1,200; French or German, 700; arithmetic, 500; Euclid, 600; and algebra, 600—making 6,000. I do not mean that it should be compulsory on a boy to take up all those subjects; at present they are allowed some option, and that option should remain.

8541. You would have some compulsory, and some optional subjects?—Yes; the point of my suggestion is that a boy would not be able to take the science course without going in for a fair amount of science subjects; and a commercial boy would be obliged to go in for 1,200 marks in commercial subjects. The Guild also recommend that the prescribed courses, especially in English and in the other languages, should be shortened. In some cases we are of opinion that the length of the course leads to cramming. They also vary a good deal from year to year. We think that, in the interests of teaching, the set subjects should not vary in length from year to year unduly. I do not know whether you have had that matter brought fully before you; and I will therefore give you some figures. In 1895 the prose subject in the Latin course for the Senior Grade was one-third longer, and the verse subject was twice as long as in 1894. The two together amounted roughly to 5,000 lines in 1895, as against 3,200 lines in 1894. In the Junior Grade English the same difference has occurred. In 1897 the verse course was 1,300 lines, in 1898 it went up to 1,900, and in 1899 to 2,400. In the Preparatory Grade the English verse course consisted of 897 lines on a continuous subject in 1893; it changed to 1,772 lines on varied subjects in 1894—a doubled course, in fact; and to 1,051 lines in 1895, 391 of which were blank verse, and therefore presented much more difficulty to a learner. I think you might have more evenness in the courses in those subjects. We have also made a recommendation as to the course in history. It seems absurd that, having regard to the fact that the majority of boys leave school after the Junior Grade, they should leave without knowing anything of history after the year 1603, knowing nothing of the history of the last three centuries, which is by far the most important. Then the last division in the memorandum submitted to us was that with reference to pass and honour papers. The Guild is opposed to having separate papers. The first objection to it is one from the point of view of the teacher. If you have two separate papers, one pass, and one honour, you will practically have two different standards, and would be obliged to have two different courses for each grade in the same subject, and there would be a difficulty in arranging the classes. Again, a boy might take honours in one subject, and not in another. I do not see how the Board could get over that difficulty. There would also be a difficulty in the school in distinguishing the candidates who should go in for honours, and those who should go in merely for pass. We find that difficulty now in sending boys in for the Royal University examinations; and of course the difficulty would be much increased in the case of the Intermediate examinations. In some cases a boy finds it very difficult to decide whether he should go in for honours, or merely for a pass; it is very difficult to tell that beforehand. I don't think it would be practicable to put two papers before a boy in the examination room, and let him decide which he would take. The proposal I would make is that all the questions should be on the same paper, but that the pass questions should be distinguished from the honour questions. There should be a certain number of "pass questions," in which a candidate should be obliged to make a certain percentage. For instance, suppose in the mathematical paper there were ten questions; six or seven of them should be "pass questions," and a boy should not get a pass unless he answered, say, 50 per cent., on those pass questions; but every boy might be allowed to attempt the honour questions—I do not see why he should not. Of course, it may be said that, although in mathematical and science papers such arrangements might very well be made, there would be greater difficulty in the classical and English papers. I think, with regard to that, you might in the classical and modern language papers have two passages of unseen translation, and one of those might be easier than the other; and on the easier one every boy might be required to make a certain percentage in order to get a pass; but that all the candidates should be at liberty to try both, the more difficult as well as the easier. Then with regard to composition, I think one fair piece of composition would test all boys pretty equally; I do not see any necessity for putting two passages of composition before boys; one piece would give a fair test, and a boy that came up to a fair average standard should be entitled to get a pass, and if he came up to a certain standard above that he should get honours. I think an arrangement such as that would satisfy everybody. I think there might also be, in history, and in the questions on the subject-matter of the prescribed courses, some alternative questions; I think that would give greater scope to the examiner, the teacher, and the candidates and would be an improvement. Another matter we wished to mention with regard to the examination papers is that they are too long; and the time occu-

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pied on each paper is too great. Three hours is too long a time, especially for boys in the Junior Grade. I would suggest papers of two hours' length.

8542. That used to be the length of the Trinity College examinations, at least in my time?—Well, I think for boys of the age that go in for the Junior Grade examination three hours is too long, and that it tires them. We would recommend also that the examinations should be so arranged that the papers which put a greater strain on the mind should be taken up first in the morning, and that those which put a less strain should be taken up in the afternoon. For instance, if Euclid was taken in the morning, French might be taken up in the afternoon.

8543. Is there any other matter on your notes that you wish to mention?—Yes; there are one or two. One is as to the publication of the results of the examinations. The Guild objects to the proposal to suppress the names of the candidates and schools from the publication of the results of the examinations. As one of our members put it, if the Board did not publish the names, the managers of the schools would have to do it, in order to show the public what the schools had done. We think the publication of the names is necessary, in order to secure public confidence. We also wish to suggest that the Commission, before sending in their report, should send an inspector, or inspectors, through the country, in order to see the schools, and report to you. We think if that could be done it would be very desirable.

The Commission adjourned until the following morning.

EIGHTEENTH DAY—FRIDAY, FEBRUARY 10TH, 1899.

Feb. 10, 1899.

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

Mr. JOHN THOMPSON, M.A., Hon. Secretary of the Dublin and Central Irish Branch of the Teachers' Guild of Great Britain and Ireland, further examined.

8544. CHAIRMAN.—I think you said that you were the first classical master in the High School?—Yes.

8545. That is under Erasmus Smith's Foundation?—Yes.

8546. And it consists of certain free places?—Yes.

8547. And also pass students?—Yes.

8548. Are you sufficiently acquainted with the action of the Board to know the principle upon which the students are selected for the free places; do you know if they take into consideration as one element the ability of the children?—I imagine that they do, but it is a matter that they take very much into their own hands.

8549. I know they do; I am one of the Commissioners myself?—I do not know the system on which they act.

Mr. Justice MADDEN.—The children are present, and called in before the Board.

8550. CHAIRMAN.—Yes; they are all called in?—There is an examination, too, I think.

8551. Is there a preliminary examination?—I thought there was.

8552. Mr. Justice MADDEN.—I do not think that that is so?—I do not know.

8553. CHAIRMAN.—I know that ability is one element that is taken into consideration?—Yes.

8554. I think I may say this, that the boys on the Foundation, that is, the free boys, are above the average boy?—Yes.

8555. Mr. Justice MADDEN.—And that means are taken to ascertain that they are intelligent and likely to profit by the education they will receive?—Yes; I may state I never draw any distinction between them; I do not inquire who are the free boys.

8556. CHAIRMAN.—I am sure you do not?—I do not think it would be a good thing to do.

8557. They have a school in Great Brunswick-street, too?—Yes.

8558. I think that that is more for English; it is particularly a commercial school?—Yes.

8559. And from time to time highly intelligent boys from Great Brunswick-street are transferred to your school?—Yes.

8560. I have here a list of the particulars of the school rolls of the various schools, and I find that at the High School, Dublin, there was a total of 228?*—Yes.

8561. But in order to ascertain the students that were capable of being examined by the Board, you should deduct those born after the first of June, 1886, which would be forty-five, and those born before the first of June, 1879, which would be one; that is, deduct forty-six, which would make a total of 182?—Yes.

Rev. Dr. SALMON.—How many were sent in for examination?

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8562. CHAIRMAN.—Could you tell me how many were sent in for examination?—I think about 100, but I cannot tell you exactly. I think you had better ask Mr. Wilkins.

CHAIRMAN.—We asked him to come here, and he preferred not.

8563. Rev. Dr. SALMON.—How many exhibitions did you get?—Seven, I think.

CHAIRMAN.—I have the figures here exactly of those who passed.

Rev. Dr. SALMON.—That is what I wanted to know, and why only 100 were sent in. You see, I have here the figures that we had yesterday, and I think they are very important with respect to what I say about paying by capitation. It appeared yesterday that there were about sixty or sixty-three in a school, that twenty-four were sent in, if I remember rightly, of whom twelve passed.

Most Rev. Dr. WALSH.—Forty-eight were sent in, and twenty-four passed.

Rev. Dr. SALMON.—And there were twenty-four others that might have passed if the examination had been easier; but there were fifteen that were not sent in at all, either because they were not on the books for the entire time, or for other reasons. Therefore, it appears, as fifteen out of about sixty is about twenty-five per cent, that if you paid by capitation grant you would have twenty-five per cent of what may be called "bogus" pupils. Now, we want to know how the figures will stand with regard to this school.

8564. CHAIRMAN.—It is in reference to the same thing that I am going to ask. Of those that passed, you may take it that in the Preparatory Grade there were nineteen (this is a statement which has been furnished by the Assistant Commissioners); in the Junior Grade, fifteen; in the Middle Grade, eight; and in the Senior Grade, two. I reckon that that makes forty-four altogether?—Yes.

8565. That is to say, forty-four pupils passed?—Yes.

8566. And only two passed in the Senior Grade out of an Intermediate School of 228 pupils?—Well, as to the Senior Grade, that was the weakest Senior Grade we ever had.

8567. Those 182 boys were all efficiently taught; I suppose we may assume that?—Yes.

8568. I believe the education given in the High School is as good education as one can obtain anywhere. And of those 182, only forty-four passed the examination?—Yes.

8569. Now, assuming that they were all efficiently

* In connection with qq. 8560 to 8574, see Letter from Mr. Wilkins, Headmaster, The High School, Dublin, which is printed in the Appendix, Part II., p. 352.—*Secretary.*

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taught, do you not think that there is something wrong in the mode of examination? Supposing you yourself were examining the school to ascertain the efficiency of the pupils, what percentage of your pupils would you consider ought to pass?—I should say at least fifty per cent.

8570. Only fifty per cent?—Well, it depends very much upon the standard of examination.

8571. It is in reference to the standard of examination I am asking?—Yes.

8572. I should think that the standard of examination ought rather to aim at being one that every boy of average ability, who was efficiently taught, should pass?—Yes. I know that a large number of boys is sent in in the Preparatory Grade that we do not expect to pass; they go in in the first year, and they have not read the course properly through, and we do not expect that a very large number of them will pass; in fact, we think that a great many of them will fail, but we hope they will pass in the next year. Of course, in future they will only be able to go in in one year; there is a limit for the Preparatory Grade of one year, not two

8573. Rev. Dr. SALMON.—I think I should rather like to have those figures, and if, Mr. Thompson, you are not able to give them to us now you might be able to send them to us?—I would be very pleased to work the figures out; but I did not come here as representing the High School, of course.

8574. It would not be necessary for you to come personally to bring them; you could send us the figures. It would appear that there were 182 boys in the school within the Intermediate ages?—I was rather surprised at those figures myself.

Rev. Dr. SALMON.—Deducting those who were outside our ages, there were 182 boys in the school. I should like to know how many went in; how many passed; why did not the rest go in; can you give any reasons. Of course, we were told of one case yesterday, in which some were sent in just to pass, and we were told that the reason that some were not sent in, who otherwise might have been sent in, was that the examination was too severe, and that if the standard of passing was lower they would have passed. Of course, we are quite willing to admit that. But I would like to know more about those who were not sent in, and why they were not sent in, and what we could do to make them be sent in.

CHAIRMAN.—I need not trouble you any more in reference to that point. That was the only thing I had to ask you about.

8575. Mr. Justice MADDEN.—There is one practical matter upon which I would like to have the advantage of your advice and experience, Mr. Thompson. You are not in favour of having separate pass and honour papers?—No.

8576. You are influenced by practical considerations?—Yes, I think so; I think in a class it would be extremely difficult to distinguish between certain boys who might be considered to be on the border line between the honour and the pass standards; and, secondly, if we had two sets of papers, a pass paper and an honour paper, we should have to train the boys differently; we should have to give some boys extra time; there would have to be separate classes.

8577. Is that your individual opinion only, or may I take it that you have any reason for supposing that that is the joint opinion of the Teachers' Guild?—That was the joint opinion of the Teachers' Guild.

8578. It was?—Yes.

8579. The matter was discussed by them?—Yes, the matter was discussed.

8580. Dr. Biggs, who is the head of Portora School, was examined here the other day, and he did not seem to think that the difficulty would arise in practice?—I should have thought that in a small school it would have arisen more in practice than in a large school. It would be much more difficult to divide a grade in a small school than it would in a large school, and it seems to me to be almost essential that you must divide your pupils if you are going to have separate pass and honour papers. Another difficulty I felt was whether the Commission intended by that that the boys should take honours in all subjects or a pass in all subjects; must a boy who takes honours in classics also take honours in mathematics?

8581. The suggestion at present, as I understand it, is that in each subject there should be a pass paper and an honour paper, and that each student should declare whether he intended to go in for the pass paper or to go in for the honour paper, according as he was advised. That is the suggestion before us at present?—Yes.

8582. It is a very important matter, and I am one of those who think that an ounce of fact is worth a ton of theory, and if the Teachers' Guild suggest a practical difficulty in the way it is deserving of very serious consideration. At present the examination separates ultimately the students into honour and pass?—It does.

8583. And you prepare for an examination that will ultimately effect that separation by teaching in one and the same class?—Yes, but the boys all take the same questions, and therefore I do not have to distinguish in my teaching.

8584. It occurs to me that in classics—I say nothing about science, I leave that to others—in classics the difficulty suggested by the Teachers' Guild might be a real one if we should discard prescribed courses, because more difficult unseen passages would be given to the honour boys than to the pass boys, and they would have to read a different course?—Yes. I do not think the difficulty lies in setting examination papers at all. My idea is that the difficulty would arise in arranging the work in the school.

8585. Rev. Dr. SALMON.—I was going to say that at present there are honour questions and pass questions set on the same paper?—What I proposed yesterday was that we should have the same questions all on the same paper,—a certain number of pass questions which every boy should do; that is, a certain number of pass questions on which every boy should get a certain percentage, and then some honour questions which every boy might be allowed to attempt if he had time.

Rev. Dr. SALMON.—But surely we do not propose to make any compulsory change from the papers that we give at present. It is undoubted that there are honour questions and pass questions on the papers that we issue at present, and the only point in dispute is whether it would be more convenient to put the honour questions and the pass questions on the same paper, or to have them on separate papers. I do not see how it could affect your working in the school, because there are some boys who must be trained to answer honour questions, and there are some boys with whom you must be content if they can answer pass questions. But the complaint made to us, I want you to understand, is this, that boys who only want to pass get too few questions to give them a fair examination in the subject, and that if you require the honour candidates to answer all such questions as might be put to test a pass boy they would not have time to answer questions of the honour standard. It seems to me that it is a mere matter of detail as to whether you should have both classes of questions on one paper or on two papers, and if there is any reason which would make it a difficulty in your teaching, I should be very glad if you would explain it.

Mr. Justice MADDEN.—That is my point exactly—that at present there are honour and pass questions, and honour and pass students.

8586. Rev. Dr. SALMON.—I may say that the idea was that we should go on giving papers much of the

same standard as we do at present, in which 25 per cent. would be enough for a pass, or that we should give them the option of having an easier paper on which we might require 40 or 50 per cent. for a pass. It would be an option to the boys?—Take the boys in Latin grammar: and that you would give them a Latin grammar paper to do; if the pass and honour questions were divided, I should have to divide the boys into two sets—the honour boys and the pass boys, and when I gave two Latin Grammar papers and received them back and went over them with the boys, I should have to take those two sets of boys separately, whereas now I do not. When taking the boys through the authors, I take all the boys in the same class together.

8587. I think that this is very much a matter of detail?—Perhaps it would not affect the teaching so very much after all, but I am inclined to think that there might be difficulties.

8588. Mr. Justice MADDEN.—That is your ultimate answer?—Yes, and if you have separate papers there is some difficulty in deciding in the case of some boys whether they should be pass boys or honour boys.

8589. CHAIRMAN.—If they went in upon the honour paper, there would be at least 25 per cent. of pass questions, and they would be able to pass on that?—I think possibly you could arrange the details so as to satisfy that difficulty.

8590. O'CONOR DON.—How many members are there belonging to your Guild?—We have fifty members.

8591. Fifty members; and how many schools are represented by those fifty members?—Probably a dozen schools or more.

8592. Are they large schools?—Well, most of the Protestant Dublin schools are represented, and some schools in the country. Dr. Biggs is a member, and Mr. M'Intosh, of Belfast; there are one or two other members in the country, but naturally most of them are Dublin members.

8593. I understand from your evidence given yesterday, that you think it would be of the highest importance that the teachers should be trained?—I do.

8594. And you also stated that you thought they should have higher salaries than they have at present?—I think so.

8595. Would you have those salaries at all independent of the managers?—I think not.

8596. The managers should have the absolute control over the payment of the salaries?—Certainly. I do not see how the Intermediate Board could interfere in that matter at all.

8597. Do you also think that the managers should have absolute control over the teachers so far as dismissal and so on is concerned?—Yes, I think so.

8598. You are aware that in England one of the strongest points felt by the teachers is that this power of absolute dismissal at the pleasure of the managers is the keenest disability under which they suffer?—It is a disability; but I see no remedy for it; in Ireland, at all events, I do not see any body to which an appeal could be made. At present the headmaster, as a rule, has that power without much right of appeal to the governors. I think it would be a great improvement in Ireland if there was a right of appeal from the headmaster to the governors.

8599. Mr. Justice MADDEN.—Where there is a governing body?—Of course, where there is a governing body.

8600. CHAIRMAN.—Of course you have that in your school?—In theory there is not an appeal to the governors, but, I suppose, in practice there may be.

Mr. Justice MADDEN.—The whole government of the institution is vested in the Board, but there is no appeal in the strict sense of the term.

8601. O'CONOR DON.—Do you think that if payment by the State upon inspection alone were adopted, it would not be very likely that the teachers would insist upon getting their salaries directly upon the teaching which they gave, and also that they should be placed under some central authority?—I think it would have that tendency, certainly.

8602. It would have that tendency?—Yes.

8603. Now your body, I suppose, represents a very considerable number of schools—I think you told us?—Yes.

8604. Have you ever heard that in any of your schools modern languages were taught as if they were dead languages?—No.

8605. You never had any experience of that?—No.

8606. Now we have been sitting here for nearly a month, and this general statement has been frequently made—that modern languages were taught as dead languages; but up to the present I have not heard a single school referred to in which this took place?—Yes.

8607. We had a gentleman here the other day representing the Christian Brothers, who represented, I believe, a very large proportion of the Catholic schools, and he told us that in none of his schools was a modern language taught as a dead one. I may take it from you that with regard to the Protestant schools, as far as you know, it is the same?—Certainly. On the other hand, as I suggested yesterday, I would suggest that inspectors should go round and see.

8608. It would be very desirable; but I only want to point out that up to the present we have not had a single case proved to us of a school in which that system of teaching languages was carried on?—I should be very surprised if you had.

8609. With regard to exhibitions. Do you think that they ought to be held for educational purposes, or that they should be given to boys to do what they liked with?—I think that there should be some guarantee that they are being spent for educational purposes; that the Board should see that the boy who holds an exhibition is continuing his education somewhere, not necessarily in an Intermediate school; he might prefer to go, say, to the Royal College of Science or some other place of education, and as long as that requirement was satisfied, I think the exhibition should be held.

8610. How could the Board see to that or enforce it; what would be the means you would suggest?—I think that they might insist upon a statement from the institution in which the boy was being educated.

8611. You would pay the exhibition then, through the institution, and not to the boy directly?—I think so, yes.

8612. To the institution which had trained him in the past year?—Oh no, not necessarily, no. I think I would pay it to the boy direct, only it should be understood that he is being trained and educated somewhere.

8613. You say that it should be "understood." What I want to know is how we are to make that understanding a reality?—I think that if you have a statement signed by a proper authority of the institution in which the student is being educated, that ought to be sufficient.

8614. But supposing now that a boy has gained an exhibition, we will say in the Junior Grade in a school, and that he does not intend to go back to that school again?—I see no objection to the boy being educated in another school.

8615. You would require a certificate from some other school before he got it?—I should require a certificate from that other school stating that the boy was being educated there. I think that the only thing it would be necessary to satisfy one's self about would be that the boy was actually being further educated.

8616. Rev. Dr. SALMON.—I think that your attention should be called to this fact, that there are some things we can do, and there are some things we cannot do. At present we are obliged to pay the

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exhibitions to the boys that obtain them, and we are also obliged to give the results fees without making any conditions as to what use they shall be applied. What I am inclined to think is that we should get powers to impose conditions upon whom we pay the money. For instance, in regard to schools to which we pay results fees, if the equipments were not such as they ought to be, that some of the results fees should be spent in making good the deficiencies. And in the same manner, with regard to boys who earn exhibitions from us, that we should have power to make conditions as to the use to which this money should be applied?—I distinctly understand that the Commission should report to the Lord Lieutenant to that effect; if they have not the power, the power should be given to them. That is my position, exactly.

8617. O'Conor Don.—I understand that your Guild is in favour of continuing the system of publishing the results of the examination?—Certainly.

8618. But you mentioned yesterday as one of the greatest disadvantages of the present system that touting was adopted by schools in order to get pupils?—Yes.

8619. Does not that touting really arise from the publication of the results?—I think if you suppress the publication you would have other results which would perhaps be worse. I think the publication of the results by a public body is absolutely essential to establish public confidence in the system. If you do not publish the results people will say that they do not know what those results are, or how they are being obtained.

8620. Supposing the results were published without the names of the pupils or of the schools?—I think the public have a right to know at what schools boys are being educated; at present the public have the book of passes, and they can examine it for themselves, and they can see which schools are doing best, and they can pick out the schools to which they wish to send their children; and the public have a means of testing the various educational institutions, and comparing them with one another. I think it is only fair that the public should have that power. If you suppress the names of the schools then the public do not know which schools are under the system, and which are not.

8621. Yes?—The plan that I recommended yesterday was that the teachers should be better trained, and better teaching should be promoted. If teachers were registered the schools would not be able to afford to sacrifice the money that is now sacrificed on touting.

8622. They would not be able to sacrifice the money?—I think not.

8623. You heard Mr. Kingsmill Moore examined yesterday?—Yes.

8624. First of all, were you present at the meeting at which this paper was drawn up by your Guild?—Yes.

8625. And do you agree with what Mr. Kingsmill Moore stated as to some of the suggestions in it not having been adopted by the whole meeting?—I think that what happened in regard to the suggestion to which he took the objection was that it came on rather late in the evening, and he had gone away to catch a train.

8626. He was not present when it came on?—No. I think he was under a misunderstanding. I think that all along in the committee which drew it up, it was understood that there should be some kind of practical examination. That is 1 (*c*). It was all along understood that there should be some kind of practical examination, if possible.

8627. In certain subjects?—In certain subjects, yes.

8628. And would you have any payment dependent upon the examination; or would it be merely a condition precedent to obtaining the general results fees?—Well, the scheme I proposed yesterday was a certain simple corrective of the payment by results in the written examination. What I suggested was that an inspector should go round to see that the pronunciation of modern languages was actually taught, and that a school was taught science by means of a laboratory, and that the boys knew how to use the appliances. I also suggested that in the Senior Grade there should be some kind of specialisation, and I think that in the Senior Grade a practical examination would be possible. I find that in the Senior Grade in 1898, of the boys who took natural philosophy or chemistry or both together, there were thirty-five under the right age, four over the right age, making a total of thirty-nine only, and if all those boys specialised in natural science, I think it would be found possible to examine those boys practically—perhaps not during the ordinary week or fortnight of the examination, but perhaps they might take the practical work of the examination a fortnight before.

8629. If they are brought together at a small number of centres?—I think so. I find that those thirty-nine boys represent eleven towns only, and some of those were fairly close together, and the boys might be brought together at perhaps five or six centres. It might very conveniently be worked, and if all the Senior Grade took specialisation, certainly the practical work should count a certain number of marks.

8630. Beyond that, you would strongly object to any radical change in the system?—I think so. If the suggestion I have made should be found to work very well in the Senior Grade without any practical objections, it might probably be extended to the other grades. The point we feel is that in the lower grades, where there are so very many candidates, there might be practical difficulties; but in the Senior Grade, where there are so few, it might probably be worked without difficulty, and then perhaps extended. And then with regard to the subject of science examinations in botany, Professor Johnson, of the Royal College of Science, tells me that he has examined in England, and has found no difficulty in sending out as many as 3,000 specimens which, during the written examination, the student is asked to analyse and write about. That is some kind of practical examination, and that might be adopted, I think, without any further delay in such a subject as botany.

8631. In the examination in writing?—Yes, in the examination in writing. There are several written questions, and one of the questions is that the student shall analyse and state what he can about these specimens. And it could also be done, I believe, to some extent with other sciences. Test tubes could be sent round in the same way in chemistry. I do not know how that would work, but it seems to me that in regard to botany it could be worked very easily. I know that Mr. Moore, of the Botanical Gardens, would be willing to furnish any amount of specimens.

8632. Chairman.—There would not be a gardener in the Gardens who would not know what the specimen was that was about to be furnished, and it would inevitably leak out. If you offered a £5 note to a gardener, it might leak out?—Professor Johnson says he has worked 3,000 specimens, and never had any cause of complaint.

Most Rev. Dr. Walsh.—But he did not say that of a competitive examination.

Rev. Dr. Salmon.—It occurs to me that, as we have only botany for girls at present, and as there are comparatively a small number of girls, it might be possible for us to consider whether we could not try it experimentally as regards the girls, and if it succeeded it might be extended. However, that is a subject for future consideration.

8633. Dr. Barkley.—You referred to the subject of touting. Have you had any experience of touting in your school?—No.

8634. Then you have not found other schools attempting to draw away boys from your school by offering any special inducement?—I do not know of any case.

8635. Is it simply general report that your statements are based upon?—I have not any definite fact in my mind. I have heard people say that they have known cases, but I have never known any myself.

8636. You referred to the training of Intermediate teachers. I presume that it is your opinion that the proper place for them to be trained in is in universities. You do not expect the Board to undertake that?—No; I do not expect the Board to undertake that.

8637. Your proposals as to registration are simply intended to ensure that teachers shall have certain necessary qualifications for teaching in Intermediate schools?—Yes.

8638. As to the qualifications of examiners. I think you were present when Dr. Kingsmill Moore was examined yesterday. There is a practical difficulty as to the appointment of two examiners where the number of candidates to be examined is small, but would the adoption of a board of examiners, who would supervise the papers, not serve the purpose?—It would go a long way towards serving the purpose; it would meet our point, I think.

8639. As to inspection. I think the particular point in clause 1 (*c*), under "Inspection of Schools," to which Dr. Kingsmill Moore objected, was the words "to inspect the method of teaching"; he thought that these words were too wide?—I would like inspectors to report on methods of teaching, but I would not attach marks to it. I think it would be very useful for inspectors to see how classes were taught to some extent, and to form some rough idea, and report on it to the public and the schools generally, and suggest improvements.

8640. If you were going as an inspector to inspect the methods of teaching in other schools, you would not expect to find precisely the same methods of teaching adopted which commended themselves to you?—Certainly not.

8641. The idea was that inspectors might be too much disposed to report against any method of teaching which was not exactly what they themselves had found best in the schools of which they had experience?—I would not call such a man a good inspector.

8642. You refer to buildings as one of the things which should be taken into consideration in inspection. I presume you mean simply that the buildings should be sufficient for the purpose, not that any advantage should be given to a school because it had grander buildings than another school, or had more extensive buildings?—That the buildings should be adequate.

8643. And that is all that should be inspected?—Yes, that is all.

8644. As to the Science and Art Department, your schools have some experience of that Department, but you say that it was found necessary to discontinue to a large extent sending up pupils for its examinations. Was that to any extent due to our rules, or was it due to the rules of the Department?—Well, one of the masters who taught under the Department told me that it was due to some extent to the cutting down of marks in the Intermediate.

8645. The maximum limit?—That when the maximum was limited the boys naturally ceased to take natural philosophy and the science subjects. I do not know whether that is so, but that is the account of it, and therefore it to some extent prevented their earning Science and Art grants. But it was also very much more due to the action of the Science and Art Department, which, two or three years ago, ranked Intermediate schools as endowed schools, and made certain reservations as to payment.

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8646. What was the particular rule as to endowed schools which affected them?—A school of 100 boys that was earning £200 in results fees was counted as having an endowment of £2 per head, and then a reduction was made—I do not know the particulars—of, I think, 5*s.* on each boy. I will not be quite sure; because I am not thoroughly conversant with the rules of the system.

8647. But there is a rule on the part of the Department which has created some difficulty in the matter?—Oh, yes.

8648. As regards the publication of names. You are in favour of the publication of the names of those that pass being continued?—Yes.

8649. What do you say to the publication where a boy has passed generally, that he has failed, for instance, in Greek. Should that be continued, or would it be sufficient simply to omit any entry under Greek, and not mark him as having come forward in Greek at all?—When a new boy comes into my school, I find it convenient to know exactly that he has been learning Greek for a certain time, and that he has failed; then I know that he is backward in Greek. Of course, I might find that out by personal experience.

8650. If it did not appear in the report that he had failed in Greek, you could ascertain it from himself or his parents?—Yes.

8651. It is not necessary for the school that that should be published?—No, I think not.

8652. Most Rev. Dr. WALSH.—Is this the regulation of the Science and Art Department to which you refer (*indicating clause in the Directory of the Science and Art Department*)?—Yes.

8653. You see there that, where the endowment is at the rate of £2 a head per pupil, there is no deduction; and then, according as the endowment goes above that, there is a deduction?—Yes.

8654. I believe that our Intermediate grants are treated as endowments, for the purposes of that section?—Yes.

8655. In that way the inducements which you previously had to work for the Science and Art Department were lessened?—Yes.

8656. Naturally. Now as to another matter, the door that is left open to chance inequalities in our present system of competitive examination. I was very much struck by that case which you called our attention to yesterday. I see you have the report of the two examiners there. Now, kindly do not mention the names of the examiners?—I did not mention them yesterday.

8657. No, but they might slip in somehow. Speaking now as a classical teacher of great experience, and as an expert in this department, can you conceive any other explanation of the difference between these two reports than that the two examiners must have had notably different standards of examination?—That is the conclusion I came to, that they had different standards.

8658. It happened in that particular case, that both these examiners examined the same set of boys throughout?—Yes.

8659. So that the boys in one case had the advantage of getting a rather easy examiner, and in the other case they had the disadvantage of getting a comparatively severe examiner?—Yes.

8660. Between the two, they got a very fair average result, I suppose?—Yes.

8661. But suppose this case occurred: suppose there were 2,000 boys going in, instead of 1,000, it would have been necessary in that case to divide the examination papers between those two gentlemen?—Yes.

8662. Then one set of boys would have been examined on a very high standard, and the other

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set of boys would have been examined on a very low standard?—Yes.

8663. That would necessarily be a very unsatisfactory mode of testing the work?—Yes.

8664. Can you conceive any remedy for it under our system?—Yes.

8665. To prevent the recurrence of that?—I would not have given one half of all the papers to one examiner and one half to the other, but I would have given, say, all the composition papers to one examiner, and all the papers in another subject to the other.

8666. Here is a case that actually occurred in the preceding year. You may recognise the name there without mentioning it (*indicating name in report*)? —Yes.

8667. There were three examiners in that case, because there were over 2,000 boys (the number was 2,381); in that case, under our present system, you had this gentleman with a comparatively lower standard examining one set of papers whilst other gentlemen examined the corresponding papers from another set of boys?—Yes.

8668. Which necessarily led to an unsatisfactory unsteadiness of standard, I suppose?—Yes.

8669. How can that be remedied? The public are supposed to have absolute confidence in the way in which our system works out, that all boys are subject to the same standard. From the case you have called our attention to, it would seem that the competitors are brought under the influence of very different standards, even in the same grade?—If the number of boys is so great that one examiner cannot examine all the papers, then those papers should be divided, not *en bloc* among the examiners, but, taking the classical papers, all the composition should be given to one examiner, and all the grammar to another examiner.

8670. So that throughout you would have the judgment of the same mind, or of the same set of minds, upon the same set of answers?—Yes.

8671. You consider that a change of that sort would be, I may say, essential for the fairness of our examinations, to make them more satisfactory?—To make them more satisfactory.

8672. One of the suggestions of your Guild is that the lists of the passes and the lists of the rewards should be published simultaneously?—Yes. I think, now that the Board send privately to the schools the names of the boys that have passed, so that they can arrange their classes for the year, it is not necessary to be in such a hurry to publish the pass lists.

8673. Then the point of your suggestion is not that we should bring out the lists of rewards earlier than we do, but that we should keep back the lists of passes; is not that it?—Well, the delay would not be a great one.

8674. No, but they are brought out at different dates at present, and there are only two ways of making them simultaneous. One is to bring out the lists of rewards earlier, and the other is to keep the lists of passes back. As nothing can be done to hasten the publication of the rewards, is it the opinion of your Guild that we should on that account keep back the publication of the lists of passes?—I think so; yes.

8675. Another of your suggestions is that in the definition of a school certain words should be added, so that no school should be capable of receiving results fees unless it had satisfied the inspector? —Yes.

8676. That is, that the words "satisfies the inspectors, and" should be inserted?—Yes.

8677. Otherwise you would exclude the school altogether from receiving results fees?—Yes, certainly.

8678. CHAIRMAN.—There is just one question I want to ask you. You have suggested, with a very apt appreciation of the difficulties of the position, that a certain matter should first be tried in the Senior Grade?—Yes.

8679. And that then, if it were found to work in the Senior Grade without difficulty, perhaps it might be extended?—Yes.

8680. Now, with your experience, of course you see the difficulty that there is in a Board of this description being bound by hard and fast rules, so that it is unable to make a trial of that description? —Yes.

8681. Would you be in favour of such an amendment of the Act as would give the Board and the Lord Lieutenant, or the Board, with the consent of the Lord Lieutenant, full control, and then leave it to the discretion of the Board, if the Lord Lieutenant consented, to try changes of that description, and if they were found to work, then to extend them?—Yes. I think so.

CHAIRMAN.—That is the only thing I have to ask you. We are much obliged for the assistance you have given us.

The witness withdrew.

Miss Alice Oldham, B.A.

Miss Alice OLDHAM, B.A., Honorary Secretary, Central Association of Irish Schoolmistresses, examined.

8682. CHAIRMAN.—Miss Oldham, you are Honorary Secretary of the Central Association of Irish Schoolmistresses?—Yes.

8683. And you have joined with Miss White, who was examined here some time since, in sending us in a very well-considered paper in answer to our questions?—Yes.

8684. Were you present at Miss White's examination here?—For the first part I was, but I was not able to come on the second day.

8685. You have been for fourteen years lecturer in Alexandra College?—Yes.

8686. Are you there still?—Yes.

8687. You necessarily have had a great deal of experience in reference to the working of this Intermediate Education Act?—Yes.

8688. You have seen a copy of Miss White's evidence—of the portion you did not hear—I suppose, and you have read it?—Yes. It was an uncorrected proof, and she says herself that it requires a great deal of correction.

8689. I suppose she will correct it and send it in? —Yes; but I did not see it corrected.

8690. You have been good enough to furnish us with a statement of the various points that you yourself would wish to bring forward, in addition to those that have been mentioned by Miss White?— Yes.

8691. Some of the matters that were mentioned by her you would wish to develop a little more, and there are some matters that were hardly touched upon that you would like to bring before us?—Yes. I should like to make a distinction between anything I may say as regards the views that I know our members hold, and my own views as a teacher, which may differ in some degree.

8692. Yes?—I have taught for all the grades of the Intermediate, but chiefly the Senior Grade.

8693. Yes?—And I have taught all the English subjects and Latin for the Senior Grade, and botany through all the grades. I have had a very large experience in teaching these subjects, and of the effect of the examination on my own teaching, and on the pupils.

8694. For myself, I would rather have your own views, in the first instance, and then if they differ from the views of the people that represent the Central Association of Irish Schoolmistresses, you

can mention them incidentally; but I should be very glad to have your own views?—Yes.

8695. You first call attention to two matters that were not before your mind when this document was sent in. You say that you did not at that time think that there was any question of extending to girls the programme for boys; is not that so?—Well, they do the programme for boys at present.

8696. I mean that they should compete with boys?—No; that was not taken into consideration.

8697. I understand that there are two matters that were not before your mind when you prepared the printed paper?—That is when our Association prepared it.

8698. Yes?—Yes.

8699. What are those matters?—The two matters were, first, having a distinct programme— a second programme—for girls. I have heard that mentioned while I have been listening to the evidence here,—having a second programme for girls, as designed to bring in schools under the benefit of the Act, which are not at present under the benefit of the Act. Secondly, I feel very strongly upon that point of how many schools and pupils the Act does not benefit, and I think that in the reforms we hope for from this Commission, that ought to take a very prominent place. As far as the girls go—I am not sure whether it is equally the case with regard to boys—there are many schools that do not go in for the Intermediate, both Protestant and Catholic, and even in the schools that go in, in some of them a very large proportion of the pupils do not go in for the Intermediate at all. That does not imply that the pupils who do not go in are not in any way benefited by the Act, because the fact of preparing for the Intermediate gives a tone to the whole school, and even the pupils that do not go in are generally taught the programme. So that the influence of the examinations is not to be judged by the actual numbers that enter for the examinations. But still the Act does not benefit the schools, I think, as largely as it might.

8700. I think, speaking roughly, that there are not passed under the Intermediate system more than about one-third of the pupils within the ages of the Intermediate system that are actually being educated in Intermediate schools. As far as I can calculate from the figures before me, that is the result. Is that your experience?—Well, it varies much; it is exceedingly difficult to say. In the Northern schools the parents are more willing to send in their children, and I should say that the proportion is larger. In our Dublin schools there appears to be an increasing dislike on the part of parents to send in their children.

8701. That is, their children that are at school—to send them in for the Intermediate examination?—Yes. And those are parents of the most cultured class, who desire a very good education for their girls, but they object to the extreme pressure. We constantly hear such remarks as that the girls never have a moment for anything, that every moment of their day is mapped out; and they are afraid of the girls' health as well, and think it depresses the girls and takes away from their natural vivacity and freshness. That, I think, is a feeling that is growing very strongly.

8702. Now, what suggestions would you make with a view to extending the benefits of the Act to a greater number of girl students?—It has been proposed—I have heard it suggested here—to make another programme for such girls, but I have not seen what is proposed to be on that programme, so that I cannot criticise it; I do not know what subjects are proposed.

8703. We are asking what your opinion is. You say that there is an admitted evil?—Yes.

8704. We ask you, as a lady who has a great deal of experience in this matter, what is the general nature of the remedy that you would suggest?—I am beginning by saying that I would not approve of that suggestion for a lower programme, if you may call it lower, because I do not think it would meet the evil.

8705. I agree that there ought not to be a lower programme, but would it not be rather a different character of programme?—Supposing we have a programme, let us say, in which more prominence was given to modern languages than to classics. I think a girl could over-work herself on a programme like that, and all the disadvantages of a public competitive examination in those subjects would be just as bad as on the present programme. What we find in the higher grades is that the girls voluntarily over-work themselves; they cannot be stopped doing it; they get into a state of nervous excitability, and it seems to do them more harm to prevent their studying than to allow them to study. For instance, in my own class I find from Easter some girls getting up at four or five oclock in the morning to study; they come to college at 10, and they have already done about three hours' work early in the morning. I have asked them not to do it; I have appealed to their parents to prevent them, and the parents have said to me that it will make the girls ill if they prevent them studying. I think that that is a very unnatural and very injurious state for any young growing girl to be in—extreme nervous excitability—and I do not know of any programme which, if a girl was competing in a public competitive examination, where her reputation as an exhibitioner was at stake, would do away with the evil. I think it is especially marked when they have won exhibitions; they are so anxious to keep up their reputations. I cannot imagine that the lower programme would in any way——

8706. Not a lower programme; another programme?—I cannot imagine that that would in any way meet the evil.

8707. I agree with you in that, so now we will come to the question of what is the remedy that you would propose?—My own view is that I would wish to see the public competitive examinations abolished.

8708. Yes?—I think that as long as we have them, with high results fees given, and these valuable exhibitions, we will have all these evils, and I think we will have the objections of parents to sending in their children. I would suggest this, that we should have inspection substituted, and that the endowment should be given on the results of inspection. The girl should continue to be taught the best educational subjects, but taught in a quiet moderate, reasonable way, and no girl should be taught above her strength. Strong girls, especially the talented ones, can study a great deal longer in the day than others, and those more able girls might be allowed to work harder, but, you see, the whole strain would be taken off the girls if the endowment were given on the results of inspection and not on the results of a public competitive examination.

8709. Now, have you considered what ought to be the nature of that inspection?—Yes. I should like to say that another reason why I wish for inspection is that it seems to me that it would then bring every school under the benefit of the Intermediate system that wished to come under it. Any school might place itself under the inspection of the Board, and, supposing the endowment were given on the results of inspection, could be endowed as far as it deserved it. In that way it seems to me it would meet the difficulty that we have at present of so many schools not benefiting by the Intermediate. Again, in regard to the lower classes in those schools, their education would come under review, and it would be criticised, which is very important.

8710. Do you think that the inspection ought to extend—I suppose you do—to the modes of teaching?—Yes.

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8711. The inspector should observe the class being actually taught?—Yes, certainly. I should be very anxious in the first instance that the inspector should be a highly qualified educationist.

8712. That would be essential?—It would be essential. I should say that an inspector should himself have taught for some years. I would not like an inspector to be chosen from teachers who had taught for a great number of years, because I think that such people get into grooves, and they think that their own kind of teaching is quite sufficient.

8713. That their own kind of teaching is the only proper mode; they are inclined to have that idea?—Yes; it is our nature; we cannot help it. I should say that if a young man was going in for a post as inspector he should teach for at least two years (we have only said one year in our statement, because we wanted to give the minimum), and that he also should have passed an examination in the theory and practice of education, such as a good, well-trained teacher would pass. At present in Trinity College there has been a beginning made in such training, and the Royal University has also instituted it, and I think we might work on that as a basis, as it were. Then I should also think it very important that the inspector should spend some months abroad studying other systems of education. We would then have men who were, I think, qualified to be inspectors; they would understand the difficulties of teachers, they would be sympathetic, and they would understand the practical working of schools. If you have not men like that I can imagine inspection having abuses connected with it, and giving great dissatisfaction. I always find that the objection that some headmasters and headmistresses have to inspection is due to their idea of inspectors who are not trained in that way; they say, "We would be the victims of their fads; they would not understand the subjects that were being taught."

8714. A further objection that has been urged here is that an inspector would necessarily have but one idea of a correct method of teaching?—Yes.

8715. And that if his ideal mode of teaching were not adopted he would object to everything else?—Yes.

8716. Whereas no person could be a good inspector who did not recognise in the first instance that there were several modes of teaching, each an efficient mode, although possibly not equally efficient?—Yes. I find that teachers who have been to a good training college, such as Miss Hughes' Training College at Cambridge, have been shown so many different methods of teaching, and have gone through so much experience as to all the ways in which a subject may be approached, that they make allowances for that. I think if an inspector was highly trained himself, he would make such allowance. Besides, too, the inspector would judge largely by the tone of the class, the effect the teaching appeared to have on the pupils—whether they were bright, interested and intelligent. I have among my own friends several teachers in primary schools in England, and they all agree that they like the visits of the inspectors and that they are of the greatest help to them.

8717. Do you wish to add anything else on the subject of inspection?—I was present when Father Bodkin was being examined, and, as far as I could judge from his evidence, he seemed to think that a school ought to be allowed to say how far it would put itself under inspection.

8718. Yes?—I would not approve of that, because a school might have great evils going on in it, and yet be deriving endowment from inspection, and I do not think that that ought to be allowed. For instance, I should say that all the sanitary arrangements of the buildings of the school should be examined by inspectors, and I should say that certainly he should be allowed to listen to the teacher teaching, and to ask a few questions himself if he wished.

8719. He might ask a few questions of the class himself?—Yes.

8720. He might send a few questions round the class?—Yes.

8721. He probably could judge of the amount of their knowledge by asking a few questions all round the class?—Yes. I would be rather inclined to lay down a rule that he should stay twenty minutes in the class of the teacher on whom he was going to pronounce an opinion, because it is not fair to go in to the class and listen to the teaching for a moment, and then go out again. I think we have more to dread from a too skimpy inspection than we have from a thorough inspection.

8722. I would be rather in favour of his spending an entire day in inspecting a large school?—Yes.

8723. I would like that every class should be inspected?—Yes. But I am speaking of one class being inspected for not less than twenty minutes. We have a certain amount of inspection in Alexandra College; I have been teaching a class in English literature, and this gentlemen would come in and stand at the door for five minutes and then walk away. He could not form any opinion upon my class or my teaching in that way. Inspection of that kind would be very bad. Another thing that is done in German schools I would think important, and that is that all the written work of the pupils is kept; that when a child has finished a book it should be given to the teacher, and all the written work should be kept, and, if the inspector wished, he could see it. I think that that would ensure thoroughness in the teaching.

8724. You discriminate, of course—I gather it from your paper—between an examination upon the results of which money payments depend, and an examination upon which fees are not dependent?—Yes.

8725. You are in favour of a "leaving" examination?—Yes.

8726. Something in the nature of the "leaving" examination in Germany and in France?—Yes.

8727. And, I think, in Scotland?—Yes.

8728. But you would not have fees dependent upon the results of that examination?—No. I think the value of a "leaving" examination is this, that it would serve as a kind of diploma to a boy or girl afterwards to show to an employer as a testimony that he or she had got a good education, and therefore I would not allow any boy or girl to go in for it under 15 years of age, but I would allow them to go in for it at any age over that. In Germany it is an extremely complex thing, the way in which they examine, but I suppose you are aware of that, and I am not sure whether we could adopt it.

8729. Are you acquainted with the Scotch system?—No.

8730. That seems to me to be simplicity itself?—I am not aware of that system.

8731. In the Scotch system there is an examination in the course of the school itself, not in any fixed subjects; they may be examined in as few or as many subjects as they like, and the certificate extends only to the subjects in which they were examined?—I would not be in favour of a prescribed course or prescribed books, for I am afraid that as it drew near to the time when boys or girls would be leaving school there would be immense pressure put upon them; we would have all the cramming for that particular examination just in the same way as at present. For instance, in languages, such as Latin, I think it would be better not to have any prescribed books, but to lay the whole stress of the examination on unseen passages and composition. There might be a certain limit of course in English subjects, such as history or geography. Then I should say that there might be a later examination of a more special character for older pupils, who were going on to the university or taking up some special line in life.

I must especially remark that that is my own idea about the "leaving" examination; we have had no opportunity of consulting all our members about it, and I am not speaking as representing their views, because I am not aware of them—except of some of the members with whom I have spoken personally, and they would approve of the system.

8732. You think that no girl should go in for this "leaving" examination under 15 years of age?—No, certainly not.

8733. So that it practically would represent the Junior Grade?—Yes. But I should like to enter on the diploma given to the pupil how many years the child had been at school, and the subjects in which he or she had been examined.

8734. Certainly?—Because in Ireland there is a great disposition on the part of parents not to send their children early to school. They seem to value education very little, and the great difficulty in many schools is that they get what a lady at the head of a large Catholic school said to me were "over-grown dunces." I think that if a parent knew that it might tell against his child afterwards if it was entered upon his diploma that the child had only been three years at school or something of that kind, it would induce parents to send their children to school earlier.

8735. Do you find in Dublin still this disinclination to send a child to school?— Not so much as formerly.

8736. And not so much as it is at present in the country?—No; it is much worse in the country schools.

8737. Before we pass from that there is one subject that I would like to ask you about particularly, a very important subject for young ladies, and that is music?—Yes.

8738. Under our present system there is no opportunity for a practical examination in music?—No.

8739. A young lady may obtain the highest place for answering in music without ever having played a note on the piano?—They constantly do it; the subject is merely taken up to earn marks.

8740. The result of that naturally would be that young ladies who were competing for exhibitions and almost over-worked in that way, would not pay that attention to music which would be almost necessary for a cultured education?—Yes.

8741. And do you find as a matter of practice that the operation of our system does tend in that way?—Well, in this way, that formerly too many were taught music—girls who had no taste for it.

8742. Every girl was taught music formerly?—Yes, and she was made to practice for hours a day when she positively disliked it perhaps.

8743. It would be a great advantage if that were stopped?—Yes.

8744. Yes, certainly?—But what we do find is that with girls who are fond of music and have a talent for it, it increases the over-pressure, for they will not give up the music, and their parents will not give up the music, and therefore they have the additional strain upon them.

8745. But taking the young lady now who has a taste and a talent for music, and is, in addition, exceptionally brilliant in general subjects, so that she may have a fair hope of competing for an exhibition and still keeps on her music, is it your experience that the strain must necessarily be undue—the strain of both, I mean?—I think so, under the present competitive system. But I think there is a strain which is undue whether they take music or not; it adds to that.

8746. Must it not add to it?—Yes; it does add to it. Some girls are so fond of it that they tell me it is a relaxation for them to work at their music. May I mention one thing about inspection?

8747. Yes, certainly?—A lady at the head of a large school mentioned to me that she thought in one way if schools were judged entirely by inspection there might be an injustice to certain schools, for this reason: At present many teachers teach entirely alone with their classes; no one ever enters the room whilst they are teaching. The result is that if a stranger comes in the whole class is paralysed, the teachers become nervous, and they cannot go on, and the children become shy and they cannot answer. No one ever enters our classes at Alexandra College; we teach alone entirely with our pupils. Sometimes distinguished visitors to Dublin come into the classes, and there is a complete paralysis over the whole class when that occurs. This lady was saying to me that some of her best teachers are so nervous about being listened to while they are teaching that they could not do themselves justice if an inspector was in the room, and that the inspector could get no fair idea of the teaching of the class. That made a great impression upon me when she mentioned it, because I know we all feel it. I do not feel it so much myself, because I was brought up to teach in the presence of others, and no trained teacher ever feels it, because a trained teacher has had to submit to so much criticism, but I did feel that it would be an injustice. Well, my view about that is that that is a wrong system. I think it is wrong for a teacher to be unable to teach, or for a class to be unable to proceed with their work when there are others listening to them, and I think that if inspection were introduced into every school that system would be put an end to. They would, as it were, be practised for the inspection by people coming in and staying in the class while the lessons were going on, and that would be a great advantage.

7848. But even at first the system could be worked without an injustice. If the inspector should find the teacher and the class very nervous on the first day, it would be his duty to leave after a short time, and then to go again at the interval of a fortnight, and in a very short time they would be quite accustomed to his visits?—Yes.

8749. So that it would be a mere temporary matter?—Yes, it would be a mere temporary matter.

8750. In the introduction of a permanent system?—Yes, but we must be prepared, I think, to meet these kinds of objections against inspection.

8751. Yes?—For instance, it is often said that the personal equation is so great. I do not agree with that at all. Many of my own friends are examiners under the Intermediate, and I have seen the state they are in while they are correcting their papers, and I say that there is a great personal equation there; by the time they have corrected forty or fifty papers they are worn out, and I do not see how they can do justice to the papers. They are at high pressure to get through their papers during the month of July. I have corrected an enormous number of papers myself, and I know how confused you get; you apply different standards and you are not equally fair to all the papers.

8752. The standard that you apply when you commence at ten o'clock in the morning is wholly different from that which you apply at five o'clock in the evening when you are tired?—Yes. For instance, one of my friends in the Royal University, a lady, says that the pressure put upon her to finish her papers is so great that she has to sit up all night sometimes. Now in what way could those papers be fairly corrected? I think that we should remember that we suffer a great deal from things like that in the examinations. I think an inspector would do his work more leisurely, and have time to think over it.

8753. And if he was not satisfied with the result of one inspection he ought to inspect again at a future time when the conditions, perhaps, would be different?—Yes. Another great objection that has been brought is that there might be actual dishonesty or partiality. It was to guard against that that we suggested that there ought to be two inspec-

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tors who should visit together, and if it were desirable there might be one Catholic inspector and one Protestant inspector. But I do not think we ought to look at things in that way. For instance, it would never be regarded as possible for a judge sitting on the bench to act dishonestly, and if we have——

8754. You are speaking personally about us, now?—Yes, but——

CHAIRMAN.—I do not know that you are quite right in that; they say all sorts of things about us.

Most Rev. Dr. WALSH.—But I suppose it is possible to have a personal equation even on the bench.

8755. Mr. Justice MADDEN.—Do not assume that there is no personal equation between eleven o'clock in the morning and seven o'clock in the evening on circuit?—Well, I mean it has never been brought against judges as a reason for our having *no* judges.

8756. CHAIRMAN.—I hope we are not to assume that there could not be obtained as inspectors people of quite as high character as that of any judge that there is upon the bench, or of any bishop. (*To the Most Rev. Dr. Walsh*).—I did not intend to refer to you, your Grace; you are an Archbishop. (*Witness*).—My idea is that we have to trust to the honour and honesty of men, and can do so, especially when their whole future depends upon it; if they were found doing anything of the kind it would mean personal ruin to them. Again, I find that in the primary schools—I know something about primary teachers—they grumble about the inspectors in many ways, but I think there is a marked absence of any accusation of that kind, both in England and in Ireland. Again, I know many people who have been under a system of inspection in America and Germany, and they, none of them, make that complaint against the inspectors. I think that in Ireland, especially amongst our headmasters, who are the chief opponents of inspection, it is really the dread of the unknown.

8757. The same dread as that of a child going into the dark?—Yes.

8758. You are aware that Professor FitzGerald referred us yesterday to a resolution that had been unanimously adopted by teachers in England in favour of inspection?—Yes.

8759. And the Report of the Secondary Education Commission of 1895 shows that the schoolmasters there preferred inspection to examination?—Yes. Our primary teachers in Ireland—of course, you know that they ask for results fees to be abolished.

8760. Yes?—And inspection substituted as the test.

8761. You are strongly of opinion that the system ought to be tried? You conceive that the results system ought to be abolished?—I am strongly of opinion that if we hold to the present Act and do not get increased legislation we can make no reforms that would really meet the case; we should be only tinkering at the great evils; we should not be correcting them fully.

8762. If we obtained legislation of the character that I suggest—that is, that no fixed system should be laid down, but that the Board should have power with the consent of the Lord Lieutenant from time to time to change the existing system—then any evils that were met by experience could be obviated by a change in the system?—Yes. It appears to me that it would be only an amendment of the present Act that would be necessary.

8763. That is all?—We are not asking for any additional public money, and there is no great sectarian question involved; therefore, it might not be difficult to get legislation. I should like to mention one thing. I have been greatly struck in the course of my teaching with the fact of how little the examiners seem to me to be fit to examine young pupils. You get the best examiners you can get in Ireland; you get very eminent university men; but I do not think that those men are fit to examine children unless they have also taught children. There is a great difficulty there; that is one of my objections to these examinations. It is the immense difficulty of getting examiners, and also this—they do not appear to me to be aware of the enormous influence that their questions have. For instance, I will just give one example. It was asked in the Senior Grade to give the dates of the publication of certain books. Twenty dates were given, and the children were asked "What works of literature were published in these years?" Well, now, that has led to me myself ever since teaching my pupils the dates of the publication of every book in the course. In fact, the girls suggested it to me; they said, "Do you see that that was asked last year? We must learn all the dates." Mr. Stopford Brooke, unfortunately, put such a list at the end of his primer, and the moment I saw that list I knew it would be asked in the Intermediate.

8764. I suppose you were right, and that it was asked?—It was asked at once. The result is that it enormously increases the memory work. Now, in the examiners' report, they complain that the children are taught only by memory, and they do not appear to be aware that they themselves have produced that state of things.

8765. Most Rev. Dr. WALSH.—I beg your pardon, Miss Oldham, but what was the form of the question; did the examiner ask in what particular year was a particular book published, or did he ask what books were published in a particular year?—He asked what books were published in a particular year. For instance, the year 1690 was one of them, and I remember at the time myself wondering what particular book it was. I think it was Locke's "Essay on the Understanding"; I think that was it, though at the present moment I could not say for certain.

8766. CHAIRMAN.—There might have been many others?—There might have been many others, yes. I should mention that a great difficulty then under the present system is to get examiners. That is one of our difficulties, but I am strongly of opinion myself, after thinking over the matter that there are certain subjects which it is impossible to test—that is, to test whether they have really been taught well—by examination at all, no matter what examiners we have. I would say that for such subjects as English literature and geography we can test memory work, but we cannot test whether they have been taught to the children, so as to fill them with interest, and to cause them to reflect. I have been teaching these subjects for a long time, and I know that their value, educationally, entirely depends on the way in which they are taught—leaving aside the mere fact of giving the children information that every educated person ought to have. In a subject, again, like history, there is hardly anything that you cannot call out in a child, if the child is taught properly—love of story, love of excitement, reflection, and so on. Take my own class, for instance. I taught a class last year, and when we came to the Napoleonic wars, a girl said, "Now, isn't it lovely, having so many battles!" They delighted in the Peninsular War, and all the descriptions of the battles, and you can call out interest, character, and a number of qualities. That is a thing that an inspector could see in judging a school, but it would be impossible, I think, in examination, to see if the subjects were taught in that way. I have been greatly struck, when I have gone to England, with the immense development that has been made there in the teaching of these kinds of subjects in geography, especially; it is made a subject of immense importance, and taught in a most interesting way. But in Ireland I find that there is absolutely no progress; on the contrary, it appears to me that the methods are getting steadily worse. There is no

attempt on the part of teachers to adopt new methods of teaching these subjects.

8767. Do you think that is one of the results of the operation of this Act—of so much memory work being necessary?—Certainly, because I am particularly fond of teaching history myself, and I cannot teach it in my own way when teaching for the Intermediate. Perhaps, I might explain how. We have a very long course in the Senior Grade—in fact, it is much too long, from 1714 to 1837; to do that we are allowed two hours in the week—that is counting the Irish history as well; two hours in the week to do both Irish and English history. If I were teaching that course in my own way, the two hours would be sufficient, and I could make it exceedingly interesting to the girls, and could teach it in my own way quite well in two hours a week. But it is not sufficient to make it interesting and to prepare it for the Senior Grade, because on one day in the year every smallest fact or date in the whole course the pupils must have at their fingers' ends. Therefore, nearly the whole of the two hours is given to trying to put these details actually into their memory, and I have no time left to talk with them, to discuss it, and to make the subject really interesting.

8768. Must this consideration of dates pervade the study of the entire year; I suppose it must?—There is no date we may not be asked; we may be asked the most obscure things.

8769. But when you are commencing in October with your class, must you give particular attention to dates?—Yes.

8770. And you must continue to give that particular attention to them during the entire course of the year?—Yes.

8771. I mean, this specification of dates is not confined to a fortnight or three weeks before the examination?—Oh, no; they could not take them in in that time.

8772. It affects the whole course of study throughout the entire year?—The whole course. It is a rush; we have no leisure. In going through the course of history as it is I have to hurry over a number of things that we might dwell on with great benefit. Again, another subject is the history of English literature. If I were teaching that, I would only teach the great writers at first, and when they had read the life of a great writer I would give them some examples—favourable examples—from his writings; then it would be of real good to the children. But you cannot do that under the Intermediate; it would be impossible in the Intermediate course; we have not time for it.

8773. You dwell, I suppose, upon the difference in style between two authors?—Yes.

8774. In the Intermediate course I suppose there would be particular passages selected from each author?—I am speaking merely of the history of the literature.

8775. Yes?—They learn lists of authors' works; then they learn what I object to—criticisms of works which they themselves have not read; they are taught to reproduce the language of Shaw, and the most grotesque results come about. In one year they were asked to criticise the Lake school of poets, and I myself, as an experiment, gave that in an examination paper, and the results I got were ludicrous. I got a complete description of Wordsworth, but it was tacked on to Southey; it was quite absurd, absolutely grotesque; they understood neither the literary nor the æsthetic words they used, and they knew nothing about the writers. That is completely non-educational, and I cannot see myself how any subject like that could be examined. In justice to our examiners, I do not think the subject could be fairly dealt with by a written examination.

8776. Do you think it could be dealt with by a *viva voce* examination in addition, or would not inspection be better a great deal than even written examination and *viva voce* examination together?—Far better.

8777. But you recognise the impossibility of our examining *viva voce* 9,000 students?—It is quite impossible. In the languages it appears to me that if the grammar questions were abolished, if the pupils were asked to compose sentences illustrating the rules, instead of giving the rules themselves, and if they were only asked to parse sentences and no grammar questions were asked, and no questions of minute scholarship, and the whole weight of the examination was thrown on the unseen translation and composition, a great deal could be done by examination to test if a language was being taught well. But in the English subjects and in the natural science subjects it seems to me that it is impossible to test them by a written subject.

8778. Now, I want to ask you a question about competition. You suggest that this competitive examination should be abolished?—Yes.

8779. Then you observe that the young ladies are accustomed now to our valuable exhibitions?—Yes.

8780. Now, instead of abolishing all these at once, what would you say if each school were allotted a particular number of exhibitions, the school authority itself being allowed, either by examination, or partly by examination and partly by other methods, to determine the students that were best worthy of them?—I would approve of that. I have suggested in this letter that bursaries or scholarships might in that way be given to schools to give to any pupils that the schools thought best. You might rely upon the schools choosing the able pupils, I think. But I am strongly of opinion that high exhibitions should not be given to pupils whose parents can afford to provide for their education.

8781. That is a very interesting subject and a very complex subject. It has been very much considered in England by the Secondary Education Commission. It is very hard to draw the line, and I would be very glad to have your view as to where the line should be drawn?—That is to say with regard to parents?

8782. Yes. How would you define the position of a parent whose child you consider ought not to be eligible for an exhibition?—I think it would have to be decided by each individual case. I think that if a pupil was selected by a school to be given an exhibition, the parent should submit a statement of his circumstances to the Board, and if that satisfied the Board, then the exhibition might be allotted to the child. In the Science and Art Department they used to say "whose parent's income is not £200 a year." I think it would be quite impossible to draw a line like that; you would have to consider the calls on the parent, the number of children, and so on.

8783. Another suggestion was made in the Report of 1895 that children of parents who were not assessed for income tax at a greater sum than £500 a year, should be eligible; but one person is a pauper on £500 a year, while another is a rich man on £400 a year?—Quite so. I would be inclined to give children prizes of a small amount and give the money into their own hands, say £1 or £2, and then reserve the large exhibitions in that way for the schools, to give them to children whose parents could not afford to continue their education.

8784. In other words, the amount of the exhibition should be applied to the education of the child?—Yes. At present that is very often not the case; the money is either spent in some totally different way, or invested.

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8785. It would be something in the nature of free places at a school?—Yes; but given without the strain of competitive examinations. I am greatly opposed to the brilliant boys and girls being taken up and worked specially. I think that is most injurious. I think these brilliant children are used out before they are grown up. If you have a brilliant boy or a brilliant girl, it seems to me that all that is necessary is to put that boy or girl into a good school; they are sure to get on if they are put into a good school, and they should not be over-pressed when they are young.

8786. I see that you suggest that no results fees should be given unless the school taught adequately, to a majority of its pupils, mathematics, classics, and physical science?—Yes.

8787. Would not that be a very hard and fast rule? Could not a young lady be very well educated without learning classics?—Well, I do not think so myself. I am not at all speaking of educating girls exactly the same as boys, because if we abolish all this competition, that question of the girls competing against boys would not come in.

8788. No, certainly not?—I am merely considering from my own experience what I think are the best educational subjects. I would never for an instant compare the mental discipline that is to be got from studying a language like Latin, and the mental discipline that is to be got from studying a language like French. I think that if a girl was taught Latin when she was young, thoroughly, and in the best way, she would learn all the modern languages more easily afterwards.

8789. That is true, with the exception of German, perhaps?—Yes, and just in the same way I think mathematics and natural science cultivate faculties which no other subjects will cultivate. I have found that girls are quite as fit for these subjects, if they are taught to them in a proper way, as they are for any others.

8790. And in the same way, the teaching of physical science exercises faculties that cannot be exercised in any other way?—They exercise observation and inductive reasoning. I have taught natural science myself, and if it is taught in such a way that the children do everything practically, it is of great educational value. I have taught botany for a long time, and I have always taught it in the way of putting specimens in the children's hands, and letting them find out everything for themselves almost, telling them that there is nothing in the plant that is not useful. The children take enormous interest in the subject.

8791. You know the functions of each part of the plant?—They gradually find them out themselves. For instance, I remember having a class of young children of 8 or 9 years of age, and I brought them some common plant like a wallflower, the whole plant, and placed it before them, and said, "I am going to give you a law: there is nothing in that plant that is not useful to the plant. Now, I want you to find out all the parts of the plant and try to guess what are the uses of each part," and the children did almost themselves find out everything. By simply giving them a kind of Socratic questions you gradually lead them to find out everything for themselves. That is of immense educational value.

8792. Just one more question. You say that you——?—Excuse me a moment.

8793. Certainly; I do not want to stop you?—May I dwell a little on that point, about the three great branches that I mention there. I would not insist that a teacher should teach these subjects to every pupil in the school; it might be impossible to do so; you might have very backward girls, or very prejudiced parents, who might say, "I will not have the girl taught those subjects."

8794. And in addition there are some that are unable to appreciate the simplest mathematical proposition. I have been told that; I do not know whether it is true or not?—This is a question that I have heard a great deal of from our own members, and from the heads of some of the Catholic schools, and I would say that no school ought to get endowment on inspection as a secondary school, or as a fit school to come under the benefits of the Intermediate Act—that is, not a primary school—which did not to the majority of its pupils teach these subjects, because I think that that would cut out schools that I have heard of. I cannot say that I have personal experience of these schools, but I am told that there are schools which are really primary schools, where they fit up a couple of rooms separately, and train a few pupils for the Intermediate; the teaching is most wretched, but still they are able to earn sufficient results fees from this Board to make it worth their while to do that. It has been suggested to me that there ought to be some definite definition of a secondary school, so as to separate them.

8795. You observe the great difficulty of defining it; in fact, there is always a difficulty in a definition?—Yes.

8796. But do you not think that a good system of inspection would tend to obviate that evil?—Yes, it would.

8797. If they were Intermediate schools only in name, as distinct from substance, that fact would be brought under our notice?—Yes.

8798. So that perhaps an improvement in the definition, and the introduction of a good system of inspection, might gradually bring us to that type of Intermediate teaching?—Yes.

8799. Of course, you know that under this Act the unit that is aimed at is not the Intermediate school; it is the student?—Yes.

8800. It is the student who is receiving Intermediate education?—Yes.

8801. Is there anything else you wish to mention?—That question about the difference between primary schools and secondary schools has been brought very prominently before me as secretary of the Central Association of Irish Schoolmistresses.

8802. I should be very glad to hear you fully upon the question, because I think it is one of the most important matters upon which we shall have to advise the Lord Lieutenant?—I cannot suggest any remedy for it except good inspection, and also insisting upon a certain curriculum being taught to the majority of the pupils. But my anxiety about these subjects is simply and purely this, that my experience is that the girl who does learn these subjects is educated in a totally different way; her mind is opened and enlarged. For instance, a girl who has learnt Latin knows something of classical life, the past life of Europe, and her whole horizon is much larger; it is quite a different thing. And the same with her reasoning faculties; they are much better developed. If, again, she has learnt natural science and mathematics she can observe and reason. I cannot imagine anything that a girl could go to in after-life, whether she married or whether she earned her own living, in which that training of mind would not be of great value to her. I have been much struck, in observing the effects of a good education on some of our girls who have married, in the way in which they have trained their children, and the greater thoughtfulness they possess. It seems to me that there has been an immense power for good that we possess neglected up to the present, simply because women have not had their faculties really finely trained. There are some of these young mothers who were my own pupils, and it gives me the greatest pleasure to go to their homes to see them, to observe the sense of responsibility they have, and the reasonable way in which they treat their children. I often think of the

enormous benefits those children are deriving from having mothers like that. Again, when I read a writer like Herbert Spencer, Herbart, or Froebel, or any of the great educationists, I have always asked myself where are the mothers to be obtained to carry out this system? I have seen many uneducated mothers who were very fond of their children, and who would do anything for them, but they did not know what to do for them. It is the greatest pleasure to me now to find educated women, who are mothers, and heads of households, and to see what a different home it makes to have a woman like that at the head of it. It was only yesterday I met such a woman, who had three little children, and I thought it was the most beautiful sight I have ever seen to see her in her own home. I almost value that kind of training of the faculties more for girls, who will lead a home life, and exert influence over others, than I do for the women who will have to earn their bread You see in my system there would be no competition between boys and girls.

8803. No; there would be no competition at all, except such competition as the schoolmaster would think right in his own school?—Yes.

Rev. Dr. SALMON.—Before you pass from that, will you make some attempt to give us some guidance with regard to the difference between a Primary and an Intermediate school; what should make the difference?

CHAIRMAN.—What is your definition?

8804. Rev. Dr. SALMON.—I am not asking you to bind yourself to a definition. Can you give us any guidance?—I cannot give any definition except as to the sort of subjects that are taught. You know the subjects that are taught in primary schools; are not they very well defined?

8805. Yes?—Well, supposing a school did not teach any subjects beyond that standard?

8806. Oh, but they all do, or else they would not send us any pupils at all. But you say that in some cases they have a class-room, in which a small percentage of the girls are taught higher subjects. You cannot say that they do not teach those subjects; but you say they do not teach them well. How are we to get over that?—I think by inspection.

8807. CHAIRMAN.—You have stated in this paper the class of schools you think ought to be regarded as secondary schools, and paid on the result of inspection?—That is, those which taught those branches of education to the majority of their pupils.

8808. Teaching these branches of education to the majority?—To the majority of the pupils. They should be educated in mathematics (arithmetic, algebra, and Euclid), at least one classical language (Latin, probably), and in two branches of physical science. There are an immense number of branches, of course, in physical science—physiography, botany, physics, chemistry, and so on—and I think at least two ought to be taught.

8809. Rev. Dr. SALMON.—With reference to what you say about teaching those subjects, it is to be supposed that the school teaches these to some of the pupils, but do you mean they should teach them to every girl, or only to a proportion of the girls?—To a majority of them.

8810. O'CONOR DON.—You would make the teaching of Latin obligatory in the girls' schools upon the majority of the girls?—I think so, because I regard it as of such immense value educationally. One reason I am anxious for it is this—it is impossible to tell what a girl is going to be afterwards. For instance, take a girl at 12 or 14. Her father may hope to be able to provide for her, but he may not be able to do so. We have the most lamentable cases of parents dying and leaving, perhaps, five daughters unprovided for, and very often utterly untrained and uneducated. Now, unless there is complete provision made for a girl from the time she is born, you never can be sure what girls may have to earn their bread and what girls may not, and I am very anxious that life should not be made harder for women. It is often a most dreadful and pathetic struggle they have to go through if they are not trained to earn their living, and you never can tell which girl may have to go through that struggle. Again we cannot tell until a girl's faculties are developed, whether she may ultimately be able to enter a university or not, and if she is not taught Latin and mathematics when young, it is a very severe struggle for her to get through the university afterwards. It might hinder her ever entering for the highest culture. I was also speaking to the heads of some of the great Catholic schools, and they said in the same way that they never could tell what girls might like to take up a religious life and become nuns afterwards. In many of the Orders, such as the Loreto, the nuns would be required to teach, and one lady, who is the head of a great Catholic establishment (I could give you her name afterwards if you like) told me there was nothing on the programme that some of the girls might not want, and she was very anxious that any girl should have proper training, so that if she chose a religious life afterwards she would have got the foundation to make a good teacher. So that I think in that way we would be doing an injustice to a great many girls in not giving them the great educational subjects. They cannot choose when they are children themselves, and we ought not to do them that injustice. There is no reason why they should be over-pressed at all in learning them.

8811. CHAIRMAN.—Do you wish to add anything in reference to your own personal views. I will ask you in a moment to what extent they coincide with the views of the association. I think you have stated practically everything that is in this paper. Probably anything else will come out in the course of a few questions. Is there any substantial matter in which the view of the Association of Irish Schoolmistresses differs from your view, which you have just stated to us with so much clearness?—It is difficult for me to know, because there is great diversity of opinion among the members. The conditions appear to me to be very different in the North of Ireland, and some of the Northern mistresses are wholly opposed to having any change in the system. You have had some ladies before you, and you will probably have others. Miss Mackillip came to our meeting in October, and seemed to think that things were satisfactory as they are, and that there was no need for any change.

8812. She will tell us her view herself?—Yes. But we must remember there is a number of the schoolmistresses like that, and a great many of them are mistresses who have done exceedingly brilliantly in the examinations—that is, their schools have; and I fancy their ideal of education is the kind of education that tells in examinations, and therefore they do not see the necessity for change.

8813. We will take the evidence you have given as representing your own individual views, and the views of a certain number of teachers you have spoken to?—There are many others that entirely coincide with my views, but as to this question of entirely abolishing the examinations, we have had no means of, as it were, taking a vote among them on that. At the time your queries were first sent out, I do not think our mistresses understood the very wide scope your Commission had. They thought they were only asked to give suggestions with regard to details. A great number of them sent in their answers before we had called our meeting—we did not call it until October—and many of them told me afterwards they would have sent in very different suggestions had they seen how wide were the recommendations they might have made; and even since that statement was sent in,

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many of them have been thinking over it, and, therefore, if we were now to obtain their opinions, probably a great many would be quite willing to accept inspection instead of examination. But when it was first proposed to them, it was such a revolutionary thing that some shrank from it, I think.

8814. I dare say many of them did not wholly appreciate what the working of it would be?—No, they did not understand what a good inspector would be.

8815. But I may take this—that what you have stated as to the abolition of the results examination represents not only your own personal view but the view of a great number of Intermediate teachers with whom you have spoken?—A large number, certainly. We sent round that printed statement which you have in your Appendix to every girls' school in Ireland, asking them, if they could not attend the meeting, to send in their views to me in writing, and I have all their letters. Now our statement introduces inspection, and it asks for a great deal of modification of the present system, and nearly every letter I got highly approved of our statement, with the exception of a few northern schools. I may mention that only five schools out of, I think, 180, objected to inspection, and in the case of two of those five I think it was under a complete misconception. One lady said she was afraid it would reduce them to the level of primary schools—which was absurd, of course.

8816. I do not think they have appreciated, even up to the present time, the sort of inspection that we, or, at least, I, would suggest?—No.

8817. Mr. Justice MADDEN.—You have stated your views so fully, and, if I may be allowed to say so, with such lucidity and force, that I feel myself entirely in possession of them; and unless some question arises afterwards, I will not trouble you further?—I might suggest, perhaps, that if it would be of any assistance to the Commission we should be very glad to ask distinctly of all our members what are their views upon the question of inspection, and so ascertain whether the majority would be in favour of it. We could do that, and submit to you in writing the result, if the Commission have any wish for the information.

8818. CHAIRMAN.—If you will take upon yourself the trouble, I for one would be grateful for the information. I do not think information can ever do us any harm?—No.

8819. Rev. Dr. SALMON.—I think what you said about history was very useful as regards our giving rewards to teachers and seeing who taught best; but if we are to make any distinction between girls, or between pupils, beyond seeing which knows most, that was certainly not what was intended, because there is no power given to us to require that any candidate at our examinations should have been at a school at all, so that I do not see very well how such a system as yours could be carried out. I quite appreciate what you said—and I think it is true—that such a method of teaching as you have described is much better—that one book may be much more improving and agreeable to read than another—that if a book is packed with mere facts and results it is of very little use; but young people will often shrink from long books, although in reality they are much more improving, and easier to remember on the whole. Now, with regard to what you were saying, suppose an inspector goes to a school, and hears such lessons in history given to the pupils as you tell us you have been in the habit of giving, he would certainly say: "That subject is very well taught"; but if you wanted to know what the pupils had learned from it, that would be quite a different thing; some of the more intelligent girls would listen with the greatest possible interest, but a great number would have their minds wandering all the time, and would not carry away anything?—May I explain the way in which I teach myself. I never use any book; I tell it to the girls as a story and talk to them, and as I do that they take down notes. They have a history, such as Gardiner's Students' History, a good, brief history, where they have the main facts. They all have that book to refer to. When they come into my class I question them on the work they did the day before; I get them to tell me what I taught the day before, and I get each girl to speak for a long time—that is to say, to give a kind of narrative, just as if she were telling a story to a friend. A quarter-of-an-hour is spent in that way, questioning the girls on the work of the day before. Then I speak to them. I have no book; I tell them the next portion of the history, but all the time I keep questioning them, "What do you think would be the result of that?" or, "When war was proclaimed do you think Walpole was a minister who would have carried it out well?" and the whole class is full of interest just as in an exciting story. They take down notes of anything I say which is not in their text-book, and they write out those notes in a special book kept for the purpose. The notes are beautifully written out, with the dates written on the top of the pages; every girl has to write them out, and at the end of the course she has in fact written a history for herself. "The mere facts," I often say to them, "you need not put in anything which is in the text-book;" but they say, "I want to have my history perfect;" and it is really a complete narrative. All my past pupils have those narratives, and they have often told me since that in going through the Royal University they used them all through the course and never used anything else. When people are taught in that way it is impossible for them not to learn; they not only have written it down, but the next day when they come to the class I question them on it. I do not see how they could escape learning it, and I may say that as regards the term examinations in College, I hardly ever have a pupil that is under 40 per cent in my class in history, and they take great interest in their history.

8820. I am sure some of the girls would be able to take down what your views were, and how Walpole would have carried on such or such a war?—Yes; and we often have debates.

8821. But take the case of the backward girls: I would like to know what is your opinion about how the backward girls do when they have to produce their notes of what you tell them?—They often write their notes very badly when they come to the class first, but I advise them and show them where they have gone wrong, and they gradually get into the way of doing the notes very well. As a rule, girls do written work-notes or anything of that kind—very well; they do them very neatly, and will take a pride in doing the work well.

8822. Then, you are satisfied with what is done in that way by your backward girls?—Very well satisfied.

8823. It was not my experience, I can tell you, when I first began that kind of work. I thought it was like looking at myself in the most distorted looking-glass you could imagine?—My girls do very well.

Rev. Dr. SALMON.—I will not detain you any longer.

8824. O'CONOR DON.—I understand you think the inspectors should be very highly trained men?—Yes.

8825. Do you think the teachers ought to be trained also?—Yes; but I feel a certain diffidence in speaking about that. You know there is a Registration Bill coming into Parliament this year.

8826. CHAIRMAN.—It was brought in last year?—Yes. That Bill at present does not include Ireland, and we all feel that it will place the Irish teachers at a great disadvantage if it is not extended to Ireland. It is said that we will be flooded here with incompetent teachers who cannot get registered in England, and if any of our teachers go over to England, they

will be in a bad position because they are not registered in Ireland. The Teachers' Guild have asked our association to take up the matter, and bring pressure to bear on the Irish members to get the Bill extended to Ireland. My own personal view is that it is of immense importance to have good teachers. If you have a teacher well trained, that teacher will really teach well from preference; she requires very little stimulus. It is like a good workman: if he has been thoroughly taught his business he will prefer to do his work well. But I am not sure (you, perhaps, know that better than I could) how it will affect the religious teaching orders in Ireland. A great many of these are exceedingly good teachers, such as the Christian Brothers, and the ladies who teach in the religious orders, and I am not sure how they would look upon registration. That is the only thing that makes me withhold complete support from it.

8827. O'Conor Don.—Your opinion would be that the teachers, as well as the inspectors, should be highly qualified?—Certainly.

8828. Chairman.—The representative of the Christian Brothers, whom we had here the other day, told us that they would have no objection to that?—And some of the Catholic girls' schools have to be taken into consideration too. I always try to get information about these, because the Catholic schools are, after all, in a majority in the country, and they ought to be considered greatly. They would not object to it, they tell me. This Bill allows teachers three years to get registered, and after that they would require certain qualifications.

8829. O'Conor Don.—How many teachers belong to your association?—I could not tell you exactly.

8830. A large number?—Yes. We are unable to take the Catholic schools as members, because those ladies would not join an association; being in the religious life they would not join it; but I have had consultation, when we have been advocating anything, with the heads of the Loreto and Dominican Orders. Then there is another association in the North of Ireland—the Ulster School-mistresses' Association—that works with ours, and we have nearly all the Protestant schools in Ireland.

8831. And are any of those schools with which your teachers are in connection schools in which modern languages are taught as dead languages?—Not, as far as I know. That information would be impossible to get, because you must remember that you cannot expect the head of any school to give evidence condemning his own school; it is impossible to get it. In the same way you will never get instances of over-pressure from the head of a school where it goes on, or from the parents.

8832. Mr. Justice Madden.—But we might get some ex-student who was able to say he had been taught in that way—I mean if the system was rife?—I know of one instance of a child taught in that way.

8833. Most Rev. Dr. Walsh.—Miss White told us of a case of the sort?—I never taught French. If I had had pupils coming to me, I could tell. I know one instance of a boy, educated in a country school. I went in one day to see his sister (he has now come up to a Dublin school), and she said "What am I to do with this boy?" I was listening to him reading French, and every French word he pronounced exactly as it was spelt; and you could not tell what he was reading. His sister said, "I am in despair; this boy will never be able to speak French; we have to undo everything he has been taught."

8834. O'Conor Don.—Was he a boy who was supposed to know French?—Yes; he had passed in the Intermediate.

8835. You do not know what school he came from, I suppose?—I do, but I think it would not be fair for me to say.

8836. Dr. Barkley.—In what grade had he passed?—In the Junior Grade. There is another thing. I have met many people who have been able to answer the most abstruse questions in French grammar, but could not speak a word of French. I was travelling up to London once with a French professor, and some young ladies got into the carriage; they were Irish girls. The professor asked them had they passed in French in the Intermediate, and they said they had, with high marks. He then began speaking French to them, but they were perfectly dumb; he could not get them to answer the smallest, simplest question in French. He said to me, "What a farce the system is!" There is another subject which cannot be tested; that is, the pronunciation of Latin (which is absolutely chaotic in Ireland), and the quantities.

8837. O'Conor Don.—With regard to the pronunciation of Latin, that varies in different countries?—It is chaotic in Ireland.

Mr. Justice Madden.—And in England too.

8838. O'Conor Don.—You have perhaps never heard the story of a very eminent professor at a university in England—one of the highest classical scholars—who made a speech in Italy, in Latin, and the next day it was stated in the Italian newspapers that he had made a speech in English?—I did not hear that story. We had one girl who lost a position in an English school from her bad pronunciation of Latin; they said they could not keep her, though she was a very good Latin scholar. She had been educated in Ireland.

8839. With regard to music, is your college associated at all with the Academy of Music?—No.

8840. You have no examiners from it?—You mean the Dublin Academy.

8841. The Dublin Academy?—No, I think not.

O'Conor Don.—I do not think I will trouble you with anything more.

8842. Rev. Dr. Todd Martin.—On this matter of music, the purport of your answer to the Chief Baron was that girls constantly passed high in music without being able to play a note?—Yes, I know of several. They are not learning music at all, really.

8843. They have simply studied the theory?—Yes. We often have girls taking up subjects that they do not want at all, simply to make marks. We had a girl taking commercial English last year, simply to make marks; she did not want it in the least, but her father insisted on her being taught it, in the hope that she would win an exhibition.

8844. What has been your experience as to the grading of your pupils by the examiners of this Board, as compared with the rank you would have given them yourself in the school as to knowledge in the subjects?—Often great disappointment and great astonishment—very often; but that is the case in the Royal University examinations too; the pupils I should expect to do well have often come out quite differently placed from what we expected.

8845. We have had evidence here that on the whole the placing was pretty much that which the head of the school, or the teacher, would have given to the boys examined. Your experience has been quite different from that?—I think if you take a large number of examinations, say the course of one pupil through the whole of the grades, you get a kind of rough average that corresponds to your estimate; but you cannot rely on one examination, there is so large an element of chance; I fancy it is that.

8846. I was rather thinking of what you have now given me—the general course of the examinations?—Yes; there is one subject which has just occurred to me—a subject I know the members of our Association have spoken to us a great deal about—and that is a kind of demoralisation in parents (probably you have heard of that already) with regard to paying for their children's education, which, I think, is a great abuse of the Intermediate Act. We have these complaints chiefly from schools in the North of Ireland, that the parents calculate how much a girl will be likely to earn for the headmistress in results fees, and they will come to the headmistress and say,

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"That must be deducted from your fees." I know some of the Northern mistresses feel this very strongly, and it has been allowed to grow in some cases so much that almost the whole endowment that these schools get goes to the parents and not to the school. For instance, one lady said to us that the Board would have no right to inspect schools and to criticise the appliances of the schools, and the buildings, if the Board was not prepared to give grants to supply those things and put the schools in good order. I suggested to her that the Board was giving grants; that the results fees were supposed to improve education, and she said, "But they don't; they go to the parents." The parents will not pay what they did, and the result is that the endowment is really going to the parents instead of to the children's education. Now, in all ages parents have had no wish to pay for their children's education, and it seems to me that is a very bad result of the present system, in which they know exactly how much a child is capable of earning, because it leads to parents not paying for their children's education.

8847. Does that not follow any endowed system?—I do not think so at all on inspection.

8848. Would it not prevail, for instance, in Wales?—I have not considered that case, but I should think no parent could come with the same audacity and say, "Because you are getting endowments on inspection, I am not going to pay for my particular child." Under the present system these parents say, "This child, I know, will win so much in her examination because she is a talented girl, therefore I am not going to pay so much for her."

8849. Is not the tendency at present towards free education in all grades?—Yes; if the State undertook to give free education we would be in a different position, but there is no endowment so far given, and we have not relieved parents of the responsibility of paying for their children's education.

8850. I am not trying to defend the parents; I think it is a very mean thing to do. I am only pointing out that where you receive funds from the State there is a great tendency to go in the direction of free education?—I quite agree, but until we get that it is a pity the endowment should not be devoted to the improvement of the education of the children. The endowment was only given with the idea that parents would pay for the education of their children, and that it would go to improve their education.

8851. I think you are of opinion that a written examination is impossible in English literature or history?—I should make a distinction—I mean in the school course. I have seen papers set in the universities in literature and history which, I think, were quite adequate to test the student, because there the student is older, and his critical powers are developed, and you can set cultured papers; but I mean the amount of knowledge of literature and history which you can impart to pupils up to the age of 17. I do not think you can test good teaching in that in a written examination. If you were to ask questions about the characters or the ethical tendencies of a play, for instance, they would probably be taught passages out of Professor Dowden, which would be mere clap-trap, coming from them.

8852. I am afraid that is done in the university course, too?—I am afraid so.

8853. I think your charge as to cramming for the examinations is brought rather against the kind of papers set than against the teachers—that is to say, that the papers are set so that cramming will pay?—I feel myself that strongly. I have this year in college given up all my Intermediate classes, from extreme dislike to the work, and it was only on Miss White's asking me specially to keep on the history class, because they could not get anybody else to do it, that I consented to continue that; but I have given up all the other Intermediate classes; in fact, I felt I was doing more harm than good.

8854. As to the objection of parents to send their daughters to schools which prepare for the Intermediate examinations, that prevails to a considerable extent in Dublin rather than in the North?—Yes, I think so, from what I hear from the Northern mistresses.

8855. Of course, these parents are of the cultured classes mainly?—Largely professional men and Fellows of Trinity College. We have several of that class who wish for a high education for their daughters, but object to the pressure of Intermediate examinations. I have consulted a great many heads of schools, and they say parents, as a rule, trust to intelligent headmistresses as to the subjects which their daughters should take up. A parent does not come and say, "I won't have my girl taught mathematics and Latin;" but he says, "I won't have the girl pressed too much, so that she has not a moment for anything." Miss White mentioned some girls who succeeded in the examinations—the extremely long hours of study they had; I think it is quite unnatural and injurious for a young girl of 14 to lead such a sedentary life. Except for one hour a day, on an average in boarding schools, they get no recreation whatever.

8856. Is that universal?—It seems to be universal in the schools that send pupils in for the examinations. That we had absolute evidence of. I sent round to all the schools, and got their time tables, and it was positively universal in the schools that really did well in the Intermediate.

8857. Were you sure that the time tables furnished by the pupils, and not by the heads of the schools, were exact?—I think so, because we got time tables from two or three of the girls in each school, and the girls had no idea for what reason we wanted them. I attribute the necessity for such long hours of study to the enormous amount of memory work.

8858. What is your experience as to the health of the girls in these schools that have very long hours compared with your own?—Some of our pupils in the Alexandra College have often very long hours too. That is, they study when they go home more than they ought to do. With regard to the question of health, I was very much struck by the doctors' evidence which Dr. FitzGerald collected the other day; I know from my own experience some bad cases of complete breakdown.

8859. I am not speaking of individual instances; but, for instance, you have competitions in athletic sports in the girls' schools?—Very few schools in Ireland do enough in the way of open air sports or athletics.

8860. I have been myself in several schools presenting a considerable number of pupils to this Board for examination, and the girls have seemed to me to be most happy and healthy. There was not the slightest appearance of overwork. Would my experience, in your opinion, be exceptional?—I should think it is exceptional. I notice myself with regard to Intermediate pupils that they appear to be languid, not like young girls. They look very much better after the holidays than they do after three or four months' study; they get a jaded look, and I think that is very bad. A young girl is naturally bright and fresh if left to nature; and I notice in these girls a want of elasticity and brightness. In the cases of the breakdowns I know, it was not during the Intermediate course, but immediately after; when they go on studying in after life they seem unable to stand any strain.

8861. Mr. Justice MADDEN.—Would you apply to pupils what Shakespeare said of horses:—

> "The colt that's back'd and burden'd being young,
> Loseth his pride, and never waxeth strong?"

—Yes, I quite believe it. We have girls who have never gone in for the Intermediate, but who yet have

done well in the Royal University. Some of the girls who have done best in the Royal University have not been in for the Intermediate examinations at all.

8862. Rev. Dr. TODD MARTIN.—You think these evils would be remedied if we had recourse to inspection to determine in what way we should give grants to schools?—Yes. I think the brilliant pupils are pressed most. The dull ones escape to some extent on account of their dulness.

8863. You recognise the great difficulty of getting an ideal inspector?—Yes

8864. A difficulty which, of course, is increased from the fact that whatever the mind of this Board might be, there are external forces which would compel those who appoint inspectors to make the first qualification the Church connection of the candidate, just as in the National Board?—Yes.

8865. That, of course, introduces a difficulty that does not prevail in England?—Yes.

8866. Supposing we did not get thoroughly good inspectors, or that a proportion of them were not thoroughly good, would not the results be very serious?—I do not think they would be as serious as allowing the present system to go on.

8867. But you admit they would be very serious?—I think so. I would be most anxious to have the inspectors thoroughly trained men as far as possible.

8868. You see an examiner that does not prove to be what we want we need not re-appoint; but an inspector, once appointed, is a Civil servant, whose entire life is risked if we dismiss him?—I see that. Could you not make the appointment for seven years, like the case of the Fellows of the Royal University, for instance? You might have the right to dismiss an inspector after seven years or five years.

8869. Which would be, again, a very invidious thing to do?—It would, of course, be invidious.

8870. And which might also have another indirect bad effect—that he would be very anxious to keep on good terms with the teaching staff?—I see that; but might not the danger be a good deal checked by two inspectors going together?

8871. Of course that would tend to equalise the inspection?—There is one other point I should like to mention. It has been suggested that the examination system might be kept on, and the inspection system introduced gradually. It has occurred to me that that would be hardly feasible on account of the funds. Inspection would take a great deal of money to carry out well, and I cannot see how you could pay for inspection and give any reward to schools on the result of inspection, and also give rewards on the examination at the same time. The funds would not admit of it.

8872. If you take what we at present give to the teachers, it does not quite amount to £50,000 a year?—No.

8873. That is proposed to be divided, in the paper you have sent in on behalf of the Association, in this way—one-half of the sum to be given on the results of inspection, and the other half to be given on the results of examination, as at present?—Yes.

8874. So that for one class of schools you would have inspection, capitation, and the present written examination as the means of determining what they would receive?—Yes; that is in our statement.

8875. That is in your statement. Another class of schools would receive a payment which would be given on the results of inspection alone. That is not in your own paper, but in the paper sent in as the official statement of the Association?—Yes.

8876. That seems to be rather a complex way of settling what amount is to go to the teachers?—Our idea was that according to what funds the Board possess they should allot results fees, partly by inspection, and that any school that would submit to inspection, but not take examinations, would only get whatever the proportion was that was given on inspection. The other schools would benefit proportionately by sending in also for the examinations. But, of course, we looked forward to the results fees being immensely reduced, and the exhibitions probably reduced, in order to cover the expenses of the inspectors, and leave something over for endowment on the results of inspection. But it has struck me since that I do not know how the funds could be made to cover it all.

8877. We have a difficulty—that we are administering practically a fixed sum?—Yes.

8878. We have not the right of presenting an estimate to Parliament from year to year, and getting, as the National Board get, a sum increasing with the necessities of the Board?—I quite see that.

8879. And that makes our position considerably more difficult than it otherwise would be?—Yes.

8880. Because whatever we took away from one class of school would be doing harm to those from whom we took it in order to benefit another class?—I see that. I think the financial part of the question is exceedingly complex and very difficult. Do you think it would be difficult to get increased funds if they were found necessary?

8881. I am afraid it would be, unless we got at the same time—unless the State assumed—a much larger control over the schools; and in this country I am afraid there would be a very serious objection to the Government, or any Board representing the Government, assuming a very large control of the schools?—I see that.

8882. CHAIRMAN.—I think we shall have to make our recommendations upon the assumption that we shall not receive a larger amount of funds?—I understand.

8883. Dr. BARKLEY.—I understand that the Alexandra College prepares girls for university examinations as well as for ours?—Yes, up to the degree.

8884. You do not object to the girls being prepared for those examinations?—I do; I do not like a university or any system where pupils are examined by people who have had no connection with them at all in the way of lecturing or teaching them. I do not approve of the university examinations. Most girls have only taken the Royal University course because there was no other way open to them in Ireland of getting degrees.

8885. But if you had a teaching university, you would still have to give degrees?—Yes; but if we had a teaching university they could attend the lectures.

8886. Mr. Justice MADDEN.—You object to a purely examining board?—Yes, such as the Royal University; but at the same time I do not think examinations do the same amount of harm when they are of a more cultured character, and for adult students.

8887. When the colt becomes a horse it may be burdened?—Exactly.

8888. Dr. BARKLEY.—Does the experience of the girls who have undergone our examinations not relieve them of some of the difficulty that arises in the case of girls going up for important examinations for the first time?—I think not. Where they gain is in having been taught subjects like Latin and mathematics young; but I doubt very much myself if going in for examinations when young enables them to go in for examinations later on. We find the girls become more and more nervous instead of improving, and some of the girls who have gone in fresh, and have never had examinations before, are more interested in the examinations; they have come into it quite fresh and really done better; there is not that lassitude and dulness about them that I have noticed about girls who have gone in for so many. Girls have often said to me, "I am sick of being at examinations since twelve years of age—sick of them; and now I have to begin on four more." One girl I could mention (I could give her name, too, if desired), a very brilliant girl, belonging to Victoria College; she was a Northern girl, and I happen to know her family. This girl, after going through all the grades, has now refused to do anything more, to open a book or do any intellectual work. Her parents expected

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her to go to the Royal University and she would not do it. Her friends consulted me about it, and I said, "Leave her alone for two years; do not ask her to do anything until she has recovered from the strain.

8889. Mr. Justice MADDEN.—Miss White mentioned the case of a girl who had actually married in order to avoid an examination?—I know that poor girl. I say "that poor girl" because she went out to the backwoods of America, and has a very hard life. I do not know whether she has regretted what she did.

8890. Dr. BARKLEY.—You lay great stress upon the qualifications to be required of inspectors. One of the qualifications, I see in the paper you have furnished us with, is that they should have studied psychology and the best methods used in modern education?—Yes.

8891. In speaking of examiners you say—"Examiners skilled in that respect do not exist in this country"?—No, they do not, I think.

8892. Where are the inspectors to be found?—They would have to study for their profession and take that as a part, just as a doctor would study for his profession. They would take it as part of their course.

8893. They would have to go through several years' training before we could appoint them?—We have no training colleges in Ireland. If you had a young man who had taken a university degree in Trinity College or some university, who then taught for two years in a good school, and if you had some system of examination such as those instituted in Trinity College, where first he would be examined theoretically, and afterwards practically, and if he then went abroad for four or five months to study systems of education, I think he would be sufficiently qualified to start with, until we do get training colleges in Ireland. I fancy if you had a young man who went through all that course, if he was really intelligent and suitable for the profession, you would not run much risk.

8894. Another condition which you lay down is that he shall practically teach boys or girls for two years at least. In the paper sent in by the Schoolmistresses' Association they said three?—Did we say three?

8895. It is three at page 68—"They should have spent at least three years in teaching in a good school." You have limited that now to two years?—I thought it was two years myself. I think it is a matter of indifference whether it be two or three years, but I would not like a very old teacher.

8896. But still that lengthens the time of training to be gone through before he could be appointed an inspector?—Yes, but many young men begin teaching before they get their degrees in college; many men teach to support themselves.

8897. Some teachers seem to describe those young men as amateurs, not teaching for the sake of the teaching, but for the sake of a living?—I should think a young man who was going to be an inspector would begin teaching shortly after the Little-go in college, or at least before taking his degree. It takes five years to study to be a doctor.

8898. You have told us that some difficulty would be felt by lady teachers, at first at least, when an inspector came in to examine their classes, and you seemed to think it was really the fault of the teachers that they should have this feeling, that an inspector coming in to see their classes would render them incapable of continuing their work?—Not the fault of the teachers, but the fault of the system; that is, that in educational institutions it has become a habit that a teacher is not to be interfered with and not expected to teach before people. I think that is wrong; I think they ought to be trained to do that.

8899. But even where teachers have been trained that feeling must exist to some extent, I think?—Not very much, I think. I do not mind it myself, because when I was a young teacher I taught in a school where people were listening to me.

8900. I know some young ladies who went to a training college in Edinburgh, where certificates are given on an examination conducted by the University of Oxford, and I have seen some of the reports of that training college. Now, in some cases a young lady gets a first-class or second-class certificate in theoretical subjects, while in practical teaching she only gets a third-class certificate; and the explanation given to me by the young ladies who have been through the course is that there is such a difference between individuals as to their power to do their best when teaching in the presence of others?—It is undoubtedly a difficulty. Some teachers will do themselves more justice than others. There is no doubt of the difficulty, but, I think, if it was a regular system in education, we would all get used to it gradually.

8901. It would take time to get used to it?—There is one lady belonging to our Association (Miss Wilson) who has taught for a long time in Germany, and is very well acquainted with the German system. I do not know whether she would be of use to the Commission in describing her experiences. She is a very warm advocate of the German system of teaching, and she is a headmistress in Dublin, but she will not go in for the Intermediate, because it is contrary to her ideas.

8902. CHAIRMAN.—There is inspection in the German system?—Oh, yes, and this lady highly approves of it. She has given me long accounts as to how she taught there.

8903. Rev. Dr. SALMON.—Where did you say her school is?—Clyde-road German High School.

8904. A Dublin school?—Yes. She taught for many years in Germany.

8905. Dr. BARKLEY.—The inspection in England or in Germany does not, as a rule, determine the amount of the grant to be made to secondary schools; that is altogether outside the inspection, is it not?—I am not quite sure about that—about how the German girls' schools are paid. I could not give an opinion on that. The lady I speak of informed me that the schools were left very much to themselves when they had once established a good reputation; but then there is one visit in the year of great importance, in which the inspector inspects the whole of the work of the school with great minuteness.

8906. CHAIRMAN.—Then the examination is the "leaving" examination?—I was speaking of the annual examinations.

8907. Dr. BARKLEY.—You mentioned some time tables that you had collected from various schools; I presume those were the time tables of boarding-schools?—Yes.

8908. And amongst the subjects taught during the long hours you mentioned, I suppose the practical teaching of music would be included?—Yes.

8909. Of course, as regards the girls who are spending some time in the practical study of music it would make the pressure greater, but you say there are many girls who have no taste for music, and are exempted from it. They would not be under the same pressure even in those schools, would they?—Not quite the same pressure, but I am afraid very few are exempted; the parents do not like their giving it up altogether. They may not spend as much time, but they study it a little.

8910. I thought possibly the girls who were exempted from it might have had the time to themselves, either for exercise or private reading, or whatever they were inclined to do?—I am afraid something else would be put upon them.

8911. In the conditions that you propose to lay down to determine whether a school is a secondary school, you not only require the adequate teaching of the three great branches, but you require that

each of those three great branches must be taught to a majority of the pupils?—Because I would not be content to have perhaps two or three girls out of, we will say, forty or fifty learning those subjects, and all the rest of the school not learning them. That is the danger, I think.

8912. Supposing fifty per cent. were learning classics and mathematics, and thirty per cent. were learning experimental sciences, would you say that ought not to be treated as a secondary school?—Oh, I think that every pupil, to be really well educated, should learn the three branches—some classics, some mathematics, and some natural science—because they each cultivate different faculties.

8913. But there are many subjects of great educational value which we can hardly expect to be taught in a school course. Take Sanscrit, for instance?—Of course, I would limit the number of languages a girl should learn, because she has not time to learn them all.

8914. There are many small schools over the country at places where there would be a difficulty in getting Intermediate education if they did not exist, and the number of teachers is so small that you might not have the number of teachers to give instruction in a proper way in natural science, in addition to classics, mathematics, and English?—If that system were established you would very rapidly get teachers, because there are so many branches of natural science—such subjects as physiography and botany—which do not require very advanced technical knowledge. There is a great deal of scope in physical science.

8915. You would allow us to bring in the system by degrees if it were to be adopted?—Yes. Perhaps I ought to mention in reference to that that in our statement we were anxious to put that at least one natural science, or physical science subject, should be obligatory for a pass in the Intermediate. Several schools wrote to us to say that they would approve of that, but that it would be an impossibility at present, as there were no science teachers to be had; and very reluctantly, we had to leave it out. We thought it would give an immense stimulus to the study of science if it was made one of the obligatory subjects. But there are actually no science teachers amongst women teachers—very few at least, because there has been no demand for it, and, therefore, they have not prepared. Several of our graduates took their degrees in natural science and could not get employment here; they have had to leave the country. I had three myself, old pupils of mine; they had to go to England, because they could obtain no employment in Ireland; but this summer we are to have teachers' classes in the College of Science, and, I think, if there was a demand, it would be very rapidly met.

8916. But it is a thing to be aimed at in the long run, not to be insisted on immediately?—I think not. I should be quite willing to have it introduced gradually.

8917. You mentioned geography as one of the subjects which it was difficult to test by examination. You told us of the improvement in England in the teaching of geography, and I believe that the Royal Geographical Society has taken steps to bring about an improvement in that respect, and has established examinations, with prizes attached, in order to promote the study of geography in the way in which it ought to be studied?—I did not know of that, and I am very much interested to hear of it. Are they to be written examinations?

8918. I suppose they must be written examinations, but I could not say whether they are exclusively written examinations?—Geography is a subject which is taught splendidly in the English girls' schools—the high schools; it is made most interesting on account of the extraneous information brought in; but I cannot myself see how it could be examined in except as to the memory part. That is my objection. I know nothing about the Geographical Society's examination that you mention.

Adjourned for a short time.

8919. Dr. BARKLEY.—There is one question I forgot to ask you. You left the impression that in your experience the exhibitions rarely went to the further education of the girls. Does that apply to the girls who have gone to the university afterwards?—I would not say rarely; but in a great many cases they are not used for that purpose. If the parents are wealthy people, or tolerably well off, they either give the money to the girls to spend in any way they wish, or invest it for them to have in after life; it does not go immediately to their education.

8920. Have you known cases of girls who have used the money invested for their benefit in order to enable them to spend a year on the Continent, in order to get further knowledge of French or German?—I should say so.

8921. Rev. Dr. TODD MARTIN.—Would you make your "leaving" examination compulsory on all the girls in the school. You mentioned a "leaving" examination as a desirable thing?—I do not think I would.

8922. I wanted to know your view as to that; it was not quite clear to me?—I do not think I would gradually come to see that it would be of great advantage to their children to have such a diploma.

8923. Most Rev. Dr. WALSH.—I understand you have a very decided opinion as to the evil tendency of our present system, from an educational point of view?—Yes.

8924. Has that opinion been of recent formation, or have you had it for some time, as the result of your experience of the working of the system?—When I began teaching, which is a long time ago—in 1885—I had no prejudice against the system at all; I was quite prepared, and expected, to be able to teach in the very best way under the system; and it has been my gradual experience of how hampered a good teacher is under the system that has led me to change my view so much.

8925. Do you know anything like it in any educational system in the world?—No.

8926. You are aware that there has been a very important Commission recently sitting in England on the subject of Secondary Education?—Yes.

8927. You are aware that they did not think it worth their while even to take any evidence about the working of our Irish Intermediate system, although they took evidence about the subject of their inquiry from all parts of the world?—They felt it was a system they would not recommend for adoption.

8928. And their recommendations, for England, are totally at variance with the lines of our Irish Intermediate system?—Yes. I have never met a good educationist who knew what our system was who approved of it as a system; whether he had actual experience of it or not, he always has said that the system could not be good.

8929. You spoke of your experience in reference to the views of parents. I suppose parents, as a rule, are not educational experts?—No, they are not, indeed.

8930. I suppose many of them have no other idea than sending their children to a school supposed to be a good school, and then letting the manager of the school arrange the work of the child as the manager thinks fit?—I think the majority are like that, but there is an increasing number of parents who do take a great interest in their children's education.

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8931. And you find on the part of a number of these parents a dislike, and a strong dislike, to the system?—A strong dislike.

8932. Have you met with cases in which parents have objected *in toto* to their children going in for the Intermediate education?—Numbers; but, on the other hand, there are parents who take an immense interest in the Intermediate system, and wish the children to go in, and especially the parents who are ambitious for their children to win exhibitions. We have had instances of fathers taking a great interest in their daughters' education, and coming frequently to the college to talk about it. Some of those are quite satisfied, apparently, with the Intermediate.

8933. But taking the class of parents who are in your judgment most competent to form a sound educational opinion on the matter, do you think such parents are in favour of having their children put through the Intermediate system, or kept clear of it?—Kept clear of it, if possible. I know one lady who is an exceedingly good educationist, and takes much interest in her children's work; and this lady has allowed her children to go in for the Intermediate. I was expressing to her my surprise that she did it, because her own views of education are quite different; and she said to me, "What am I to do? There is no school I could send them to in Dublin where they would not be prepared on those lines, and it seems to me that it is perhaps better for them to go in for the examinations than to be taught the programme and not go in for them; they would not take as much interest in their work; but," she said, "I regret greatly that I am forced to have them educated in that way."

8934. You are aware from the reports in the newspapers that the preponderance of evidence that we have got from the heads of schools is in favour of keeping the present system, possibly with some modifications, but keeping it substantially as it is. On the other hand we have had a number of witnesses who take your view of the case. Do you think that the evidence we have received here from the heads of schools fairly represents the balance of opinion as amongst schoolmasters and mistresses in Ireland?—I think amongst the Irish Protestant headmasters there is decidedly a preponderance of opinion that they like the present system, and I am at a loss to account for it.

8935. But you take it as a fact that they do?—I take it as a fact.

8936. At the same time there is a strong body of opinion, even amongst them, adverse to the system. We are not in a position to bring up all the headmasters and mistresses, and examine them individually, and we must do the best we can to get information as to the prevailing current of opinion?—I know five headmasters, all of whom I consider good educationists, whose views I have great respect for, and who from what I know of their schools are very successful, who are very strongly opposed to the system. I can give you their names if you like. One of them has been examined here.

8937. No, you had better not give any names. As to schoolmistresses, now—heads of ladies' schools—are there any of those that share your views?—There are many who share my views.

8938. And who have not been examined here?—Who have not been examined.

8939. One of your objections is that our examination is an exclusively written examination. I suppose an oral examination gives a better opportunity of finding out what children really know?—An oral examination is difficult in some cases, because some children are so nervous at being examined orally that it is perhaps hardly a fair test; but there are some subjects that can be tested by an oral examination much better than they can be tested by a written one.

8940. Of course there are some things that obviously cannot be tested by a written examination at all; music, for instance, in the practical sense of the word?—Music, or natural science—you cannot examine that by a written examination. I suppose you would include in "oral examination" a practical examination in science?

8941. Yes; and then there are other matters?—And then there is reading aloud—the quantities in Latin, for instance, and the pronunciation of modern languages of course—they cannot be tested by written examination.

8942. Do you think such things as English elocution, and reading, suffer under the present system?—Enormously I think; such subjects are quite neglected in the schools, from my own experience.

8943. At all events the tendency of the system would be to lead teachers to neglect them, and to concentrate their attention on those other things that can be tested by a written examination?—Yes.

8944. In reference to English literature; you mentioned that as one of the things which could not be satisfactorily tested in our present system?—Yes.

8945. I observe here in one of our recent examination papers, that one of the questions set required the students to point out some features common to the genius of Byron, Keats, and Shelley. They would hardly be supposed to have read all the works of those great writers, would they?—No, of course not.

8946. Where would they get the answer to that question?—From some book like Mr. Stopford Brooke's Primer.

8947. They would learn the answer by heart, and write it down, knowing nothing about the genius of Byron, Keats, or Shelley, or whether those writers had any genius or not?—Well, if I were teaching them, I would talk to the children about those writers, and describe the kind of men they were.

8948. Even so, I suppose comparative questions of that sort are hardly suitable questions for school children?—No; in my opinion it produces a kind of sham, which is very objectionable, leading them to pretend to knowledge that they do not possess.

8949. In one of your previous answers (perhaps I did not quite catch what you said) you spoke of the answers given by children in that way as "clap-trap." Of course what you meant was that they are clap-trap as coming from the children merely from memory, although the answers that they reproduce from the text-book may be very valuable answers to themselves?—Yes.

8950. Take Professor Dowden, for instance; he has written many judicious criticisms; but you used the word "clap-trap," as I understand, as meaning that his criticisms merited that term when reproduced by the children from memory out of a book?—Yes; I merely meant it in this way—that if an examiner were to try and give cultured questions on a play of Shakespeare—for instance, the character of Macbeth, his motives, or something of that kind—there might be a danger that the teacher would simply cram the children with criticisms taken from some good writer, like Professor Dowden. Of course Professor Dowden is a very eminent critic, but when children are merely taught by rote Professor Dowden's opinions, it would be clap-trap for them.

8951. I merely wished to have that brought out on the notes, as I feared you might be misunderstood. Now, as to another matter, you consider that our definition of a "school" is capable of amendment. You are aware that the definition as we have it is in the schedule of the Act of Parliament?—Yes.

8952. I think you said that the majority of the pupils in a school should be taught certain subjects which you specified?—Yes.

8953. Would you adopt the view put before us by many witnesses—that in any important change, any new departure that we recommend should be

made gradually; for instance, you may consider it desirable that a majority of the girls in a school should be taught Latin, but you might be satisfied as a beginning that 20 per cent. of them should be taught Latin?—Yes.

8954. Your idea being to encourage schools to go on in what you might regard as the right direction?—Yes. At the same time I would like to mention this. A great many witnesses here have spoken of the introduction of inspection, and doing away with examination, as a process that should go on very gradually. I do not see the advantage of that. It appears to me that with every change you make each school will have to re-organise itself on those new lines at a great deal of trouble to the school; the classes, and the methods of teaching, would have to be changed to suit the new state of things introduced; then, when you went on to a different stage, all that trouble and difficulty would have to be undergone again. I think it would be better to make the change at once and allow them to accommodate themselves to the new conditions. In certain particulars it might be gradual, but I doubt very much if doing it by successive stages, gradually approaching a complete system of inspection test, would be a good thing.

8955. You see it might be advisable for us not to run too far ahead, and risk the public confidence we have secured in a certain sense—I mean as regards impartiality?—Yes, of course.

8956. And we might succeed in carrying public opinion with us better if we proceeded gradually than if we made a sudden and abrupt change?—I perceive what you mean; but it is difficult for a school to organise a large number of classes under a new system, and then in a few years to have another change made, and the same trouble undergone all over again.

8957. Do you think it would be worth while, from your point of view, if this Commission ended in merely in some changes in detail being recommended—improvements in methods of holding examinations, having separate pass and honour questions, and details of that sort, and left the system substantially unchanged?—Certainly not.

8958. Do you consider that that would have the effect of fastening this system upon the country for the next twenty, or perhaps fifty, years?—It would certainly do so. A Commission is a very great event, and we are not likely to have another Commission for a long time. It appears to me that any small changes of that kind would not have any important effect.

8959. Would it not rather have the effect of propping up the present system?—Yes; people would say, "The whole thing was gone into in the year 1899, and this system was considered the best."

8960. Would you consider that a very unfortunate result?—Most unfortunate.

Rev. Dr. SALMON.—I think I may reassure your mind about that—that whatever we do must be final. One idea is that if we want to make further changes in the future it should not be necessary to get an Act of Parliament in order to make them. I hope it will not be final, no matter what we may do, but rather that there may be a continuous improvement.

Most Rev. Dr. WALSH.—That all depends on the possibility of our getting authority from Parliament to go on making improvements.

8961. Rev. Dr. SALMON.—You were saying just now that you think it would tend very much to cram, or to something like cram, if girls got Professor Dowden's criticisms and all that sort of thing—that if they learned that out of a book it would be very bad, but that if they were taught the same thing *viva voce*, and got Miss Oldham's opinions, and not Professor Dowden's, that would do no harm at all. I do not see the difference between learning those things out of a book and having them taught orally?—A good teacher would ask the pupils for their opinion, and discuss the matter with them—ask them what they thought of the characters, and in that way get the children's own minds set to work. If a child reads a story book, and you talk to that child afterwards about the story, he will give you his opinion, and tell you what parts specially interested him, what characters he admired and what he did not; and that is the only kind of criticism I should value from a child.

8962. Would the child's opinion be right, probably?—The child's mind is at work.

8963. You talk to the child, and you gradually bring his opinions to agree with your own?—I might suggest considerations to the child, that is all.

8964. Another question I wanted to ask you. There was a lady you quoted who, you said, was a great educationist. What did you mean by that—was she a schoolmistress, or had she had experience in education?—No, she is a foreign lady, and she is exceedingly intelligent, very well educated herself, and takes a very deep interest in education; and she has always taught her own children, helped them with their lessons for school, and followed all their education, so that she knows exactly how the children are being taught; I mean that as a mere amateur—as a mother with her children—she is what I call a good educationist.

Rev. Dr. SALMON.—That is a very terrible word—I do not understand this word "educationist." It seems to me that many persons who have taken a great interest in education, and have spent their life in furthering it, are not educationists; but persons who have never taught at all are educationists.

8965. CHAIRMAN.—I have two questions to ask you. At the commencement of your examination I asked you whether you had read the shorthand note of Miss White's evidence—so much of it as you had not heard?—I looked over it; I may have omitted some points.

8966. I want to know whether, subject to what you have said here to-day, you substantially agree with Miss White?—I think I do, in almost everything.

8967. In everything except what you have stated here to-day?—I think so. Miss White and I have discussed these things over and over again, and we are very much at one in our opinions.

8968. Just one other question. You have spoken about parents calculating how much a girl may earn in results at an examination, and insisting upon school fees being reduced by that amount. Now, I suppose you are aware that, generally speaking, about one-third of the students in Intermediate schools within Intermediate ages succeed in passing the examination?—Yes.

8969. Therefore, the payment that a school teacher gets by one student passing must necessarily pay her for the work on not only that one student, but upon two students that do not pass?—Yes. The parent does not consider that.

8970. No; and no matter how it was represented, the parents would not take that into account?—No.

8971. Rev. Dr. TODD MARTIN.—I think you have a very decided opinon about having lady inspectors if we have inspectors?—Certainly; I should not like a girls' school to be inspected only by lady inspectors, because it would narrow very much the whole ideal set before the school; but I think there are many points in girls' schools where a lady inspector would be very valuable; she could see details connected with the girls' health, and the whole treatment of girls, better than an inspector not a lady.

8972. Most Rev. Dr. WALSH.—But you would give the girls' schools the option of having a lady inspector?—Yes; I do not think it would be right to inflict it upon a girls' school, but I would give them the option of it. There was one point I

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just wished to mention. With regard to the inspector, as I suggested, going abroad for some months to study schools, there is an example of that in this paper I have here. The Gilchrist Trustees give a travelling scholarship to certain teachers to go abroad and study other systems of education. Connected with that there was one point I omitted to mention, and I think there might be something of the same kind for inspectors. When these people get this scholarship, they can go to America, Germany, or any country approved by the trustees, and study the schools there; but they must then write a thesis, or account of all that they have experienced there, and submit it to the Gilchrist Trustees. This which I have before me is the account of the schools in Sweden and Denmark, which was written by a lady, who obtained one of these scholarships, and, I think, to submit such an account ought to be part of an inspector's equipment. That would be evidence that he had really gone abroad and studied the schools thoroughly. I would be very glad to leave this if it would be of any use. The Gilchrist Trustees thought it so interesting that they had it printed.

CHAIRMAN.—We will keep it safely, and return it to you.

The witness withdrew.

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Mr. JAMES J. MACKEN, B.A., Examiner in English to the Intermediate Education Board, examined.

8973. CHAIRMAN.—You have been a teacher of University and Intermediate students for the last six years?—Yes.

8974. And I think you have examined in English for some time?—Yes, last year I examined for the first time; I have been engaged in University College since 1893.

8975. I will ask you about your own experience afterwards, but I believe you have been deputed by the Loreto Institute of Nuns to attend here and state their views?—I am here representing thirteen of these convent schools altogether—the Loreto Abbey, at Rathfarnham, and twelve others. You will find the names of each of these thirteen houses stated in your pamphlet of evidence.

8976. You have handed in the headings of the evidence which the Institute wish you to submit, and the memorandum commences by stating that you will tell us the system that was followed in their schools before the Intermediate Education Act came into operation?—About the year 1869 they established for their schools a system of examinations—written examinations—held each term; that is, on the work done during the term; and, in addition to that, there was always an oral examination in the whole of the work of the term, testing the pupils' progress in recitation, reading, dictation, in foreign languages, and in English; also in their music, and what other witnesses have called the ornamental subjects. Marks were given for that, and on that basis the places of the pupils in the classes were assigned. That continued from 1869 to about 1880. Simultaneously with the beginning of your system they adopted a slight modification in that, to the extent of confining the house examination to a written examination, and marks were given for that, and, in addition, there was an oral examination in such parts as could not be tested fairly in the written examination.

8977. What parts were they?—Both English and the foreign languages taught—speaking, reading, and recitation, in both English and the foreign languages. Then, also, in the case of music, it was purely the marks assigned for music applied, not in the sense of mere theory. When they began sending in pupils for the examinations of your Board, it was in this way—that it was rather availing themselves of the examination of your Board for the subjects taught in their schools; but, in addition to that, they have maintained for their own house examinations oral examinations in those parts of the subjects which they do not think could be properly examined in without that; that is, as I said before, the reading of foreign languages, recitation in the foreign languages——

8978. Music?—Music, of course, has been taught in all their houses.

8979. Do they teach natural science?—I should like to come to that afterwards.

8980. What are the advantages of the Intermediate system, which they have observed?—They have had practically the same experience as has been mentioned by many of the witnesses examined here—that it has encouraged the pupils and furnished a definite programme for the year's work, and simplified in some cases the classification of the pupils. Another of the advantages is the absolute impartiality of the system as administered by you, always providing, of course, that it is a system of written examination solely.

8981. Have they observed any disadvantages attending the working of the Act?—Yes. First, in general terms, I should like to say a word on some general points under that heading. They would say, in so far as the rewards of the teachers and the pupils alike depend upon marks obtained in some common examination in a course selected by the Board, and that Board, taking no account of any feature of school life or training (which cannot be tested by written examination), the result must be that the freedom of the school, or of the teacher, is almost impossible—that the teacher tends to become a mere machine for imparting knowledge, and the school itself ceases, to a similar extent, to be a centre of real intellectual training. They would also say that in girls' schools the Intermediate system offers no inducements to devote attention to many necessary features of the education of girls, and in order to secure the highest success at the examinations there must be a certain amount of neglect of those features; that it narrows down the education of the scholar, and to that extent, in the narrowing process I have described, it impairs the full efficiency of a really good school. I think, with regard to Catholic schools in general, none of them have ever thought the Intermediate system the best possible, but they have adopted it—or submitted to it rather—because there was no better available.

8982. You speak of the neglect of certain features—what are those features?—In regard to the present system there is no encouragement for the teaching of music, excepting as a mere theory, and to work up that subject seriously necessitates a very considerable amount of time being devoted to it, and in that degree it would impair their chance of securing successes in the examinations tested by you. Then further, I think, to a great extent, from the setting up of those examinations as the standard of every school, there is a tendency to neglect any other general features of school training which could not be tested by a written examination, and that tendency exists also in reference to the modern languages; there would be a tendency to neglect the pronunciation of the foreign languages. Then, also, with regard to science—natural science of any sort—I think it is discouraged under your system, in the sense that the marks awarded to it do not hold out an inducement to take it up—nay, rather induce schools not to take it up.

8983. You say, "Note that in carrying out their policy described under No. 3 and No. 5"—that

is, in what way, and how far, the Intermediate system has been adopted, and the disadvantages generally entailed in reference to it—"the Institute must submit to considerable sacrifices under the present system and programme of the Board"?—That is a view of my own, which I thought I would like to call your attention to.

8984. But is it the view of the Institute?—They acknowledge that what I am about to say is true.

8985. I am going to examine you in this way. First, I am going to ask you what are the views of the Institute and of the nuns. Then, I will ask you a few questions in reference to your own views. At present, however, I am treating you only as the mouthpiece of the nuns?—I shall speak in that sense. Their view is this—that, inasmuch as your Board at present only examine by the process of written papers, that if their schools devote themselves to other subjects than those which can be tested under your system (for instance, I may take as an example, music), the time required for that, and the attention given to it by the pupils, necessitates a corresponding diminution of their exercise in the subjects which you can examine in, and, inasmuch as the results fees paid to every school are determined per 100 marks at an annual written and competitive examination, the result is that, if the school does not devote itself absolutely and entirely to your system, it means a sacrifice to that extent.

8986. What are the modifications that they suggest in the present system?—What they would put in the forefront of those would be the suggestion you have had from many of the witnesses—that is, with regard to the pass and honour papers. they feel very strongly upon that—at present the standard of papers might be more fairly described as honour papers than as pass papers. It has been pointed out also by many witnesses here that though you say in your programme that the pass standard at the examinations of your Board shall be twenty-five per cent., to the average pupil it means something very much more than twenty-five per cent.—I daresay I should not be very far wrong if I said sixty per cent.—on the questions which could fairly be described as pass questions; in other words, that you should give pass papers in addition to what are now honour papers, or I should, perhaps, say might be more fairly described as honour papers than as pass papers.

8987. They would wish to have one paper like the present, and also an easier one for pass?—In carrying that out in detail—if I might be allowed to refer to a matter of detail—they would prefer a separate pass and honour paper rather than, on one paper, separate questions.

8988. They do not think that would interfere with the working of the schools?—No. They feel so strongly the unsuitability of your present honour papers that they would prefer that separate pass and honour papers should be issued.

8989. You are acquainted with the numbers in each of their schools, and I believe some of them are very large schools and some very small schools?—Yes; the largest boarding school is the Loreto Abbey, at Rathfarnham.

8990. But notwithstanding that they have small schools, they would like that alteration, and they do not think it would unduly interfere with the teaching of the students?—They do not.

8991. Because it has been suggested here that such an alteration would make it necessary to divide each class in two?—They have considered that, and their actual view is as I have stated.

8992. What is the next modification?—The next modification is that they think, for the pass course, greater elasticity in the way of age limits would be desirable, so as to allow, for instance, two years over age in the Middle and Senior Grades. A large number of girls come to school at a comparatively late age, so that it is difficult to work them up to the honour standard—nay, I think in a great many cases there is a difficulty in preparing them for an examination which, under the new condition of things, I should call a pass examination. There is a greater elasticity required in that.

8993. Do they suggest any other modification?—Yes. This is an opinion rather than a suggestion—that they regret that science—natural science—is practically non-existent as a subject of teaching in the girls' schools. I should like to refer, in illustration of that, to another point—that botany, for instance, which used to be taken by a great many of the girls under your system, has now almost ceased to be examined in. The reason, I have been told, for that is that it was found that if a girl wished to get prizes and honours and exhibitions they could hardly take botany, because the marks were not a fair return on the amount of work entailed on properly and efficiently teaching the subject.

8994. It was under-marked?—It was under-marked.

8995. They would wish, then, natural science to be more encouraged?—More encouraged.

8996. And of course they would like to have a practical examination in practical science to make it a reality?—To make it a reality.

8997. And of course they would wish that the amount of marks for that should be taken into account in awarding the exhibitions?—Yes.

8998. How are they to do that if results are to be awarded upon a written examination only?—I should make a correction; I spoke too hastily. It was in this way; the way in which they suggest that difficulty should be met is this—that to meet that case the basis for the award of distinctions and prizes to the pupils should be the basis of a written examination, and that the system of inspection should secure efficiency in the teaching. It might be made an element in the results fees, as influencing the amount of the results fees you would pay to any school, whether it taught the subject efficiently; but as far as concerned the pupil, the basis should be the written examination rather than inspection.

8999. In other words, the student who may have the best acquaintance with natural philosophy and chemistry, and be by far the best upon a *viva voce* examination, may be postponed to another who is inferior in practical work, because the latter has a better memory and comes out better on the paper work?—I should not go with you in that the whole way, my Lord. I put it in this way. The student who has been properly taught—that is, experimentally—acquires his knowledge of the subject very much more easily, with much less effort of memory, than is required by the student in whose case it has been a method of memory work, as you describe it.

9000. But do not the nuns recognise that of two students, one, who knows his work far better than the other, and who, upon the practical examination, will far exceed the other, may be defeated in a written examination?—It must always be the case.

9001. And therefore your view is that natural philosophy and chemistry should be dealt with in such a way that a pupil who does not know it as well as another may succeed in getting the first place?—But they have a further suggestion.

9002. What is that?—That inspection should be directed to ensure the proper teaching of the subject.

9003. But I mean, of two students, taught in the same way, and both efficiently taught, one may be the better at practical work, and at the whole subject, and the other may appear better on paper; is not that so?—He may be.

9004. They would wish that the boy who possibly was not as well taught should possibly come out at the examination above the other?—Provided the basis be a written examination, that will always be the case.

9005. That is the result?—That would be the result, except that they have a further view, that the

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inspection should secure that the teaching had been efficient.

9006. It can ensure that the teaching of all the students has been efficient, but it cannot ensure that the student who is best in practical work can have that practical work represented by his written answers?—No, that could not be ensured.

9007. Rev. Dr. SALMON.—What I think you want to bring out is this—that as between two students, one of whom has seen an operation performed and another has not, the one who has will be sure to beat at a written examination?—The way I should put it is rather this—that the pupil who has had the practical training acquires his knowledge much more easily than the student who is at a disadvantage in that respect.

Rev. Dr. SALMON.—And remembers it better; therefore I think the one who has got it up in writing only is not likely to beat the one who has seen it done practically.

9008. CHAIRMAN.—But I am suggesting the case of two boys, both of whom have been practically taught?—Both practically taught?

9009. Yes, in the same school; but one knows the work a great deal better than the other. However, I will not press it further; I have got the Institute's opinion upon it, and all I wanted to know was their view. What is the next matter on the paper?—There are a couple of other points about the modifications. They would endorse the view of some of the witnesses here—they would very much like to see religious knowledge examined in, though not in the way of awarding results fees or making it competitive at all; and further they think it should be an examination conducted by Catholics for Catholics. That is to endorse the view expressed here by certain other witnesses.

9010. Are there any other points?—Yes, the question of the publication of results they would like to speak of. They consider the present mode of publishing the results—that is, by a pamphlet containing the names of the pupils and of the schools—has had a considerable share in increasing the severity of the competition, and the opposite view, of course, would be the sending of the results to the pupils and to the head of the school. However, in connection with that there is another difficulty. It was suggested by one of the witnesses here that it is an advantage to the country at large to have the present pamphlet, for this reason—that if a class does badly the first feeling of the principal of the school is that it is due to bad teaching. He could then compare it with what all the other schools in the country did, in order to see whether it was due to his own fault. In answer to that I would suggest that the publication of the pamphlet might be continued, but with the numbers of the candidates only, and omitting the names.

9011. Rev. Dr. SALMON.—I think that is the conclusion we seem to be tending to?—It at once meets the objection of those who object, and, I think, gives the public all that they have a right to demand from your Board.

9012. CHAIRMAN.—Now the next modification?—With regard to exhibitions also, there was one question I should wish to refer to. They would like to see the number of exhibitions increased in the Senior and Middle Grades, and the amount might be reduced if you increased the number of exhibitions. They would also suggest, however, that some conditions should be attached, to ensure that those who obtain these exhibitions should engage in a further course of study.

9013. What is the next point?—Then with regard to the computing of results fees, they would suggest that the basis should still continue to be the basis of the annual written examination—that is, of course, if you desire that the results should depend upon the basis of the individual examination of each pupil.

9014. We want to know their views—not conditional at all?—Not conditional—they would prefer to have it on the basis of written examination, with a portion of the results fees depending on the inspector's report. That would be the means of introducing a system which ultimately might be extended—that is, the proportion of the results fees dependent on the inspector's report might be increased ultimately, say, from one-third to one-half or two-thirds as the case may be; but a portion of the results fees to be dependent upon the inspector's report. Then with regard to the competitive character of the Preparatory Grade, they would advise the abandonment of the system of exhibitions and prizes in the Preparatory Grade; in fact, they would rather like to have the Preparatory Grade abolished altogether, but if it be continued, even as non-competitive, they should be given two years at least in the Preparatory Grade.

9015. That is four years in the Preparatory and Junior Grades together?—Yes.

9016. They have three years at present in the Preparatory and Junior Grades?—Yes.

9017. Have you anything else to say before we come to the question of inspection?—I should mention that one detail in reference to the examination in English. At present, in regard to the English authors, the tendency has been too much in the way of testing the memory only; and then in geography also, the present mode of teaching geography, which is most likely to secure results at the examination, is such matters as a list of the names of rivers—appeals to memory solely.

9018. You are aware of their views on the question of inspection?—Yes, my Lord. The first suggestion is that the inspector's visit should be directed to seeing that each school has the necessary apparatus for the proper and efficient teaching of any subject that they profess to teach. The next suggestion is that if music is taken in any school, it should not be solely theory, but that each pupil should also have a knowledge of the playing of some instrument.

9019. And that the practical teaching should be tested at the school?—Yes; the fact that the pupil is practically taught music should be tested.

9020. And that should be considered in calculating the results fees?—I don't think so, but that every pupil taking the theory of music should also be instructed in the playing of some instrument.

9021. You told me that their view was that the results fees should depend partly on the examination, that is what they mean. Supposing you would allow one shilling per 100—I take that as a kind of example—on the marks obtained at the annual examination, an additional portion of the grant should be dependent on the inspector's visit.

9022. The additional portion, I suppose, should be dependent upon the opinion that the inspector formed as to the practical teaching of music?—Yes.

9023. To what other matters should inspection be directed?—In modern languages also, to ensuring that the pupils were being taught the proper pronunciation of the languages in which they are presented for examination.

9024. Have they formed any opinion as to English elocution and reading?—Well, they already teach that in their own schools, and I think they did not consider the question of making it a part of the examination under your system.

9025. We are obliged to consider what would be the proper rule in schools generally. These ladies appear, naturally, to be looking at it very much from the point of view of their own schools?—Yes, their own schools.

9026. Is it their view that the inspectors should have any other duties; is it their view that the inspection should extend to the methods of teaching?—Yes. In regard to that they suggest that efficiency of teaching as a factor going to the efficiency of the school, and that regarded simply as one factor going

to make up the efficiency of the school, the method of teaching would in that way fairly come under inspection.

9027. Do you wish to say anything more in reference to inspection?—No. I wish to say a word as to the views of the superiors and the teachers of the Institute on the question already raised before the Commission, why do not Catholic girls avail themselves so freely as the boys of the Intermediate system? The reason is that a large number of parents of girls consider that the Intermediate system is not suitable for girls, and that if they entered into the competition they would not be trained in subjects and accomplishments which they regard as more fitted to form part of the education of girls. Others refused to allow their girls to go in for the examination on the ground that the work was too exhausting, and that the strain upon them would be too severe. There is another suggestion, that a large number of boys are engaged in training for professional and other walks of life, in which the passing of examinations will be a means to an end, and that thus they are encouraged to go in for the examinations of the Intermediate Board. There is also another matter which has been found to influence a number of parents, and that is the fear that the girls might not do well at the examinations, and they shrink from having them branded as failures by not getting through them. I thought myself that that would not be found to exist very widely; but I have been told that that feeling does exist very widely.

9028. It is not a very unnatural feeling considering that only one-third of the students in Intermediate schools, and within the Intermediate ages, have succeeded in passing. You are aware that a very high degree of merit is required to pass?—Yes, certainly, at present, on the present papers. I might suggest another reason in explanation of it, namely, that the feeling amongst the Catholic body is that they like to send their girls to a convent school for secular education. A convent school generally means a considerable number of pupils; for their buildings are of larger size than you will find in a great many schools in the country conducted by private persons, and hence convent schools can only be in a limited number of places. Therefore, generally speaking, considerably greater expense is entailed on the parents in sending their children to a convent school, inasmuch as in a great many cases it is a boarding school. The ladies whom I represent consider that it is better that the pupils should, if possible, be at home, and be taught at a day school in very early years, if there was a good day school obtainable, but that is not always practicable.

9029. I don't quite comprehend that. I should have thought that the fact of the convent schools being large schools would enable them more easily to have their students examined under our Board, because then we would be able to appoint their convent a centre. I don't exactly see the difficulty?—The difficulty is that if you begin with the desire that the girl shall be sent to a convent school, it entails her going to a school which is some distance away from her home, and she must become a boarder, and then the question of means comes in, and, perhaps, the parents might not be able to afford to do that, to send the girl to a boarding school.

9030. A number of the students that are actually in the convent schools do not come in under our system?—Yes.

9031. Just take that subject first. Can they tell us what is the reason of that—what are the reasons in addition to the fact that the examination is too hard, and that the programme is not suitable?—It is considered by parents that it leads to the overstrain of the pupils. The parents consider that it may lead to the neglect of accomplishments in other subjects, which they consider more fitted to constitute a girl's education. There is also a feeling that they don't desire their girls to go in unless they feel sure that they will pass.

9032. Have they formed any opinion whether, if the examination were made easier, and the programme more suited to what they conceive to be a proper education for girls, a very much larger number would present themselves for examination?—I think I may say that a larger number would present themselves.

9033. Do you wish to state their views on that subject more fully.—No.

9034. Rev. Dr. SALMON.—I should like to develop your views on that. We have to consider the other side of the question—the case between the large schools and the small schools. In a large school you can make provision for oral examination by inspectors, and ascertain how they teach chemistry, for instance, by examination in their laboratories, which, with other things like that, cannot be had in a small school; and, therefore, the difficulty I fear in improving our system is, if we make a system of examination which can only be conducted in a large school, whether we don't do something to kill the small schools. I thought that was the direction in which you were speaking just now?—You say that the tendency of any change in your system would be to suppress small schools?

9035. Was not that what you were saying was the difficulty arising as between the convent schools and the parents, who could not afford to send their children to convent schools?—I am speaking of only a certain number of girls, that is of Catholic girls.

9036. It is the same difficulty; it is quite independent of religion?—I don't think so. It is that the majority of Catholics desire their girls to be taught at convent schools.

9037. Everyone cannot afford that?—In a great many cases they have to go to a boarding school. Another fact that would come in is that parents do not like their girls to go to a boarding school until somewhat late, and they have not received the early school training which would fit them to present themselves at the examinations under your Board in the Junior and Middle Grades.

Rev. Dr. SALMON.—I have not got all the history of it yet.

9038. CHAIRMAN.—That they don't enter the convent schools at as early an age as the generality of girls enter the day schools?—Yes.

9039. And that, therefore, when they do enter the convent schools and are sufficiently educated to present themselves, they are above our ages?—Yes, especially for the present examinations, which are rather difficult in character. There is one other point that I should like to refer to, and that is that a great many parents do not realise at all that the fact of giving a girl a definite training of a higher kind is any ultimate benefit for her. They rather reason that a girl is not to go on for examination after she leaves school, and that a very limited kind of education would be sufficient for her. Judging the necessity of education rather from the standpoint, is it likely that the particular pupil in question will go on further than your system, and overlooking the general educating influence, and its influence for good on the girl herself?

9040. And when they say, "Whether and to what extent it is likely to be changed for the future"?—With regard to that, if your system continues in its present form, they do not think there would be any likelihood of a greater proportion of girls in their schools presenting themselves.

9041. What modifications do they think would be necessary?—One, I think, is that if the standard for pass and honour questions for the future were changed, it would have the effect of increasing the numbers that would present themselves.

9042. Would they have an additional programme more suited to views of Roman Catholic girls?—

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That would raise the question of separate courses for girls. They considered that question, and the view they hold is that they would prefer the present method, giving a large amount of liberty to the heads of schools to select the subjects which they would consider best for the particular girl in question, and then presenting her in those subjects. The additional programme would give rise to considerable difficulties. A larger staff would be required, because you would have different sets of pass and honour students in subjects of the common programme, and in addition to that you would have a separate set of pupils, who would be competing in the other courses.

9043. Then they desire the common programme to be retained?—Yes, allowing to them the selection of subjects out of that programme.

9044. As they have at present?—Yes.

9045. Do they suggest any additional subjects that could be put into that programme?—No, they do not suggest any. They even suggest that domestic economy is not suitable for examination purposes at all; it is rather technical.

9046. O'Conor Don.—Do they suggest that the marking of those subjects should be altered?—They suggest that domestic economy should be removed altogether.

9047. Do they consider that the number of marks given to the different subjects should be altered or kept as they are?—It is suggested that Italian should be put on an equality with French and German.

9048. That is the only alteration?—That is the only alteration in marking.

9049. Chairman.—Do they suggest any other alterations?—No.

9050. I want to ask you a few questions as to your own experience as an examiner. Under the heading "Part I. No. (1) Practical Working of the System" you have stated certain matters of fact?—Yes.

9051. Now, I assume that the matters that are stated there are matters that have come within your own personal experience?—Yes.

9052. You state them from your own observation. They are not mere suggestions as to the tendency of the system?—I should say the tendency which I have noticed coming into actual existence.

9053. You need not mind the tendency. You state facts from your own actual observation?—Yes, of fact.

9054. Now, one of the matters that you mention is "that in almost every subject more attention is directed to the best method of securing marks at the annual examinations than to advancing the ultimate interests of the pupils—in other words, more attention is given to 'cramming' than to education." You have no doubt that, as a matter of fact, that exists?—Yes. The method of testing by competitive examination, I think, is the cause of it.

9055. Whatever is the cause of it, it exists?—Yes.

9056. And exists extensively?—Yes; it does exist extensively.

9057. You have had a good deal to do with the teaching of students for the Intermediate?—Yes.

9058. You also say, "In the endeavour to secure this success it is found that it is 'memory' which pays best—this being more easily and more certainly tested by means of written papers; and hence comparatively little effort is made to awaken the dormant intelligence of the pupil, to make him think for himself, to see and feel that there is something more in the authors which he reads in school than a collection of irregular nouns and verbs, a congeries of facts, names and dates to be 'made up' with painful care, and speedily forgotten when the day of examination is passed." You observed that yourself as a matter of fact?—Yes.

9059. That the effect of the system is to appeal less to the higher faculties than to the memory?—Yes. I have noticed it in teaching myself, that during the last weeks before the examination I myself devoted most attention to these points.

9060. The next matter that you refer to is the selection of subjects that pay—(*reading*) "Again, in the choice of subjects to be made up for examination (I don't say for teaching) the same principles operate towards the selection," and then that the subjects are selected are those that pay best?—That pay best at the examination.

9061. And I need hardly ask you whether you think that that is education in its true sense?—No. In the true sense of the term it is not education at all.

9062. The next matter that you refer to is "boy-grabbing"?—That is a Northern term. I do not use it as my own. They say that it is a term which has been used.

9063. Have you any knowledge of that yourself?—I have known it to exist.

9064. Without mentioning the names or anything that could indicate the particular school, kindly state your experience of it?—Yes, what I have known to exist. What I object to in regard to that is this—that supposing a pupil does well at one school, that attempts should be made by the principals of other schools to induce him to leave the school in which he has done well, and in which there is no reason to believe that he would not do well again, and as well and successfully as in their school. I have no objection—no person could have an objection—to a pupil changing from one school to another. It is a matter of everyday occurrence. Matters of convenience, sentiment, and a hundred other reasons go to cause it. What I object to is lowering the *morale* of scholastic life by the action of the principals of schools turning them into what I may call a commercial speculation of that kind.

9065. As a matter of fact, are you aware of the principals of schools voluntarily interfering to induce successful students in other schools to leave those schools and go to their own?—Yes, I am.

9066. O'Conor Don.—How many instances have come under your own personal knowledge of this?—I can refer to four. But I have a considerable acquaintance amongst assistant teachers, and if I accept their evidence I should say it extended very widely.

9067. Chairman.—In any of the four cases you yourself are aware of, was there a money inducement offered to the pupil?—Yes, in two of those. I have mentioned four as coming under my own personal knowledge. If I accept the evidence of assistant teachers it is more.

9068. I believe there is a very widespread opinion amongst the teachers that this system exists to a very large extent?—Yes. I say that, accepting the evidence of assistant masters and some lady teachers of my own acquaintance, it does exist very extensively.

9069. Mr. Justice Madden.—You believe from what has come under your own notice, and from what you are told, that it does exist?—Yes.

9070. Chairman.—You have observed that for a considerable time?—In answer to that I would say that it is a growing evil.

9071. This rumour or opinion has not arisen in consequence of this Commission?—Oh, I don't think so at all.

9072. It existed long before?—Certainly.

9073. Most Rev. Dr. Walsh.—Did you ever hear the existence of it denied until this Commission sat?—In answer to your Grace, I may say that I never heard it denied. I never asked the question.

9074. Chairman.—Your opinion as expressed here is very strongly in favour of inspection?—Yes.

9075. And you are of opinion that the examination ought to continue?—Yes. My suggestion is that a general written examination should be held for the purpose of awarding honours and prizes and distinctions for the pupils, that the inspections should rather be an inspection of the teaching and the

teachers, the pupils being rather inspected by the examination. I was rather thinking of boys when I wrote this. In fact it was only of boys.

9076. What effect ought an unfavourable report of an inspector to have, if, after due warning, the defects that he observed were not corrected?—I would suggest that on the inspector's report there should depend one-third of the amount of the result fees, to begin with. Then, after some time, my own opinion is that the popularity of the system of inspection would increase, and that you would soon find it possible to alter the one-third to two-thirds, as depending on the inspector's visit. I would also suggest that, as the result of the inspection, the schools should be graded in three different grades, and that the amount of the results fees should be different in each grade.

9077. On what should the grading depend?—That is what the function of the inspectors would be. They should determine the grade of each school.

9078. According to the efficiency of the teaching?—That, of course, would be an important factor, but it would not be the only factor. They should first take into consideration the buildings and apparatus. With regard to the buildings, I acknowledge that there would be some difficulty with regard to boarding schools and day schools; and that it might be better to consider merely the sufficiency of the apparatus of the school for the instruction in the subjects of the programme. Then they should consider the efficiency of the teaching, and the methods of teaching, especially as regards the instruction in modern languages; and then they should ascertain whether the natural sciences have been properly taught.

9079. I suppose you are aware that your views could not be carried out without an alteration in the Act of Parliament?—I am.

9080. And you are aware that in carrying out the alterations you suggest, it would be desirable to proceed tentatively; for instance, you suggest that in the first instance only one-third of the results fees should depend on the result of the inspection, and that later on it might perhaps be increased to two-thirds?—Yes.

9081. You know the difficulty there would be in carrying out a system of that description, if we had to go to Parliament for every change that it was found desirable to make in it: in your opinion would it be desirable that we should have general powers to make such changes by means of rules, subject, of course, to the approval of the Lord Lieutenant?—Certainly; you should have general powers; you are the natural persons to decide how far changes were required.

9082. Rev. Dr. SALMON.—You say that the amount of results fees paid to a school should be dependent on the report of the inspector; and that the inspector, in reporting on a school, should have regard to its condition with regard to apparatus and appliances for education. It might sometimes be a hard case that a poor school, in a remote part of the country, should be fined in the amount of its result fees because it had not apparatus and appliances which, perhaps, it might have been unable to get; but I think that it would be quite right that we should impose conditions as to how the money we give should be expended by both teachers and pupils, that we should make it conditional on the pupils to apply the money for their education, and on the schools to apply it for the purpose of supplying any deficiencies; and I think that would be an extension of our powers which it might not be difficult to obtain from Parliament?—Yes; an extension of your powers to enable you to prescribe those conditions.

9083. I notice that, in your memorandum, you refer to the modification recently made in the rule about passing in English. I think you exaggerate the effect of the change made in that respect. It was never intended that the examiners in English composition should be limited in the way you suppose; but the difficulty which we intended to meet was this: to pass the examination in other subjects, a certain knowledge of English was made compulsory, and there happened to be some cases in which candidates were declared to have failed, not because they showed ignorance of the subject examined in, but because their papers were faulty as regarded English?—Yes; where the examiner had set up too high a standard for English composition. I mention that in my paper.

9084. It might be very hard that a candidate, no matter how high his or her answering might be in other respects, should be deprived of the examination merely because in some subject his paper failed to satisfy the examiner as regarded English, who might perhaps set up too high a standard. I believe the adoption of that rule arose in this way: there were some candidates who, in their translations from French or Latin into English, used expressions or colloquialisms which you would not hear except in the lower orders of society; and we thought it reasonable to say that, in such a case, the candidate should be disqualified; and at first we gave power to the French examiner to disqualify for bad English. But a French examiner might not be a very good judge on that subject; and it was therefore left more to the examiner in English to decide whether a candidate's ignorance of English was so grave as to disqualify for the examination; but that he ought not to be declared disqualified merely because his paper in some other subject did not satisfy an examiner who perhaps set up too high a standard?—I quite appreciate that.

9085. The old rule led, in some cases, to serious hardship; for instance, a girl who got first place in mathematics was disqualified owing to that rule, and did not pass at all?—I am aware that the old rule occasioned cases of individual hardship; but my point is that the new rule has a tendency to lead to the abandonment of English composition altogether; and it is better to have a few cases of individual hardship than that a large number of students should not be taught English composition at all.

9086. Of course this is a matter we do not want an Act of Parliament for. It is a matter of detail; and if it is shown that our present rule has the effect of diminishing the teaching of English composition, we have power to alter it?—Yes; but you have no machinery to inform yourselves as to that. You cannot tell whether the effect of it has been to cause English composition to be abandoned as a subject in the schools.

9087. Can you, from your own experience, say whether such has been the effect of it?—Yes; my own experience is that the number of English compositions written in the schools, under the new rule, will be much less than under the old.

9088. I did not ask you what "will be"; but has that been the effect of it already?—Yes; that has already been the effect of it. There was insufficient attention given to it, in my opinion, before; but now there is even less.

9089. O'CONOR DON.—May I ask how many convent schools you represent?—Thirteen.

9090. How many pupils are there in those schools altogether?—I could not tell you the actual number. The largest has 160 boarders; that is the Loreto Abbey, Rathfarnham.

9091. What proportion of the pupils from that school go in for the Intermediate examinations?—A little less than fifty.

9092. Can you tell me what proportion of those fifty passed the examinations?—I have not got the number who passed, but I think it was considerable.

9093. Do you consider there is any likelihood that if a system of inspection were adopted as the basis of the amount of the grants made to schools, instead of that of payment upon the results of examination, the qualification of the teachers would be

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made a necessary condition?—Do you mean by "qualification" that the teaching should be efficient?

9094. No: but that the teachers themselves should undergo an examination, and get certificates?—I think it would be a very desirable thing that a teacher, in order to obtain results fees, should have some definite standard of efficiency of qualification.

9095. Are you sufficiently acquainted with the feeling of the ladies in the convents you represent to be able to say that you know that they would be willing to undergo an examination for that purpose?—No; I do not know their views on that point.

9096. You represent a particular set of convent schools?—Yes.

You are aware that there are a large number of other convent schools who have not gone under the Intermediate system at all?—I believe there are.

9097. You are not able to represent their views?—No; I know nothing about them.

9098. The ladies of the Sacred Heart have large schools?—Yes; I believe so.

9099. None of them have come under the Intermediate system?—I have no knowledge as to that.

9100. With regard to music—music is taught in the Loreto convents?—Yes.

9101. Are any of them in connection with the Royal Academy of Music in Dublin?—No; but they are connected with the Royal College of Music, a London institution.

9102. Is there an examination in practical music?—Yes.

9103. Most Rev. Dr. WALSH.—There is a practical examination in music held regularly every year?—Yes; more than once a year.

9104. O'CONOR DON.—Who pays the expense of those examinations?—I think the Royal College of Music pays it.

9105. It is gratuitous, as far as the convents are concerned?—Yes; I think so. I should state that the pupils, of course, pay entrance fees. Each pupil examined has to pay an entrance fee for the examination.

9106. Do you know what the amount of the fee is?—I do not; but I think it is greater than those charged by your Board.

9107. Most Rev. Dr. WALSH.—You can get that information for us from the nuns?—Yes.

9108. O'CONOR DON.—I understood that the Loreto Convent was in connection with the Academy of Music in Ireland?—I don't know exactly what you mean by being "in connection with."

9109. Does the Academy of Music send examiners to practically test the pupils, in their knowledge of music?—There are examinations, but the examiners are sent by the other institution to which I have referred.

9110. I wish you would procure for me information as to what the examinations cost, how they are carried on, how often in the year, and whether every pupil is examined?—I will inquire as to those matters, and will send you the information.

9111. You were a teacher of university and Intermediate students for six years?—Yes; in University College since 1893, and in the university department of Loreto College since 1894.

9112. How long have you been an examiner under the Intermediate Education Board?—I examined pupils for the Intermediate Board last June.

9113. Was that the first time you examined for the Intermediate Board?—Yes.

9114. In what subject did you examine?—English.

9115. Rev. Dr. TODD MARTIN.—In the written paper which you sent to us in reply to our queries, I observe that you say: "The examiners to the Board are unanimous in their reports in drawing attention to the fact that, in almost every subject, more attention is directed to the best method of securing marks at the annual examinations than to advancing the ultimate interests of the pupils—in other words, more attention is given to 'cramming' than to education"?—Yes.

9116. You give that as the unanimous report of the examiners to the Board?—Yes; almost unanimous.

9117. You do not say "almost unanimous"—you do not qualify it at all; you say "the examiners are unanimous in their reports in drawing attention to the fact"?—Yes, I say "in almost every subject." You find constant reference to it in the reports of the examiners.

9118. Do you think that statement is a fair representation of what the examiners say?—I think so. You find references to it constantly.

9119. Allow me to call your attention to this passage from the report of one of our examiners last year—one of the most distinguished scholars in Ireland. He says: "The answering in the Senior Grade Greek, first paper, was satisfactory. A good many excellent compositions were sent in." That would not indicate cramming?—No.

9120. Now, take the Middle Grade Greek—the examiner says: "This year the boys of the Middle Grade did excellent work on this paper. The composition was remarkably well done on the whole, the Greek sentences of most of the candidates showing an accurate knowledge of the rules of Greek syntax, and an ability to apply them": that could not have been cram?—No.

9121. Now, come to the Junior Grade: as to the first paper in Greek, the examiner says: "I am happy to be able to congratulate the students of the Junior Grade and their teachers on the admirable answers to this paper sent up by a large majority of the candidates. The composition was decidedly good; better, I think, in the case of the best candidates, than any I have before examined. One candidate was awarded full marks in composition, and several others ran him very close. This speaks volumes for the excellent training these students have received"—that does not indicate cramming.—No.

9122. Take the Preparatory Grade. The examiner says: "The answering in this subject—first paper in Greek—was satisfactory, and showed intelligence, not cramming. A plain paper that is not crotchetty best tests if the preparation of the candidates is thorough, and precludes all possibility of cram." Then, with regard to the second paper in Greek, the examiner says: "The answering in this subject was excellent. The preparation of the prescribed work had been sound and thorough." Then take the Junior Grade, Greek, second paper: "The answering was, in the main, good, a large proportion of the candidates clearing the paper." That does not show cramming?—The second paper is a paper which is much shorter, and there is less opportunity for cram.

9123. Excuse me: I am asking you whether the reports of these examiners, who are some of the best scholars in Ireland, justifies your statement that "the examiners are unanimous in drawing attention to the fact" that more attention is given to cramming than to education. Now, take the first paper in the Middle Grade in Latin. The examiner in that subject was also a distinguished scholar; and he says: "The answering all round was praiseworthy in a very high degree; indeed, many of the papers sent in would do credit to a university honourman. The prose compositions were particularly good. In most cases the translation into English was beautifully done." That does not justify your statement?—All I said was that the examiners in almost every subject have continually called attention to the fact of the prevalence of cramming—that more attention was directed to the best method of securing marks than to advancing the ultimate interests of the pupils; and, I think, you will find that that has been observed by the examiners almost every year.

9124. You may find that some examiners have said that, but what I ask you is, is it fair to state that the examiners are unanimously of that opinion, when you find that a number of them report the very opposite. Now, you proceed to say: "Public opinion has been trained to estimate the merits of the schools by the successes obtained in the arena of competition, and, therefore, the headmasters are forced, in self-defence, to provide what public opinion insists on having, and the natural result is that the teacher gives way to the crammer, that the whole organisation of the schools has reference to the annual examinations of the Board, and that success at these examinations is regarded as the ultimate goal of every scholastic effort. In the endeavour to secure this success it is found that it is memory which pays best—this being more easily and more certainly tested by means of written papers, and hence, comparatively little effort is made to awaken the dormant intelligence of the pupil, to make him think for himself, to see and feel that there is something more in the authors which he reads than a collection of irregular nouns and verbs, or congeries of facts, names, and dates to be made up with painful care, and speedily forgotten when the day of examination is passed." Now, we have had evidence from some of the most successful teachers in Ireland, not successful only in the examinations under the Intermediate Board, but successful in whatever way success may be tested, that the truth is the very opposite of that; and that it is the pupils who succeed best at the Intermediate examinations that are also successful in other ways?—It is not fair to argue the question in that way. It is quite true that a pupil who passes the Intermediate examinations creditably may also pass other examinations creditably; but it might be retorted that your Board trains a pupil to pass examinations well.

9125. But the test I am speaking of is not merely the test of examinations, but the test of future success in life. Those teachers have told us that the results of what they regard as the best method of teaching have been that pupils so taught have passed best at the Intermediate examinations?—That I do not regard as any argument at all in favour of the system. It only shows that a good man will pass at the examinations. If a pupil has high intelligence you can train him to pass the examinations, and he has also faculties that will enable him to get on in after life.

9126. But that is not the statement you have made here; you say the examiners are unanimous in stating that in almost every subject more attention is given to cramming than to education; and, as opposed to that, you have the statements of men who have actually taught students, saying "we have not made the least change in our mode of teaching in consequence of the Intermediate system"; and that the boys who have succeeded best at the examinations have, as a rule, been those who succeeded in after life?—That only shows that the cleverest boys do well at examinations, and have the qualities required for securing success afterwards.

9127. Not only that, but even the average boy follows up such measure of success as he had at the examinations by his success in after life?—I would like to get the facts that lay behind that statement, before it could guide me in coming to a decision.

9128. There is another point on which I would like to ask you a question; as the representative of the Loreto Convent Schools, did I rightly understand you to say that not only do they look upon the payment of a portion of the grants to schools on the basis of the result of inspection in certain subjects as a desirable thing, but that they also regard that as a step towards a more full introduction of the system of inspection as the means of testing the efficiency of schools, and their title to result fees?—They recommend that you should adopt the system of inspection by degrees, and that it should proceed gradually.

9129. They do not consider that the goal towards which we should specially direct our attention, is that the entire of our grants should be distributed on the results of inspection?—They recommend that you should adopt it at first to a limited extent; and then, if it be found successful, that you should go on, and lay more stress still on the results of inspection.

9130. But, as I understand, they do not think that the examinations are such a decided failure that we should abolish them altogether?—No; I have not said that. They acknowledge the utility of the examinations of your Board for the purpose of testing pupils in the work done during the year in certain subjects; but they have in every case also taught their pupils in those subjects and parts of subjects which are not tested by your examinations, those subjects which you do not test, and cannot test.

9131. Dr. BARKLEY.—You represent thirteen Loreto convent schools?—Yes.

9132. I find in the Blue Book, which constitutes the appendix to our first report, one paper from the Rathfarnham Convent, and twelve others, that is at page fifteen; and another paper, a little farther on, at page eighteen, from the managers of the Loreto Convents at Navan and Mullingar—are they distinct from the schools that you represent?—Yes. I represent Loreto Abbey, Rathfarnham, and the twelve convent schools mentioned in the first list.

9133. There are other Loreto schools that you do not represent?—Yes; they are under a different organisation.

9134. They bear the same name?—Yes; but they are a different organisation.

9135. Most Rev. Dr. WALSH.—Those two other convents are totally independent of the convents which you represent, that is, Rathfarnham, and the twelve convents that are in connection with Rathfarnham?—Yes; I only represent Loreto Abbey, Rathfarnham, and the other twelve houses I have mentioned.

9136. Dr. BARKLEY.—Then I need not refer to the paper from the convents at Mullingar and Navan—you have nothing to do with them?—No.

9137. The paper sent in by the schools that you represent is at page fifteen of the Blue-book?—Yes.

9138. I think I am right in saying that that paper makes no reference to inspection at all?—It does not.

9139. It does not even suggest that inspection is a desirable thing in addition to examination?—It does not.

9140. It suggests a number of minor changes in the programme, very much matters of detail?—Yes.

9141. There is no suggestion as to the abandonment of domestic economy?—No.

9142. As regards the Preparatory Grade, there is a suggestion that students should be allowed to present themselves for examination one year over age, and also in the Junior Grade, and two years over age in the Middle and Senior Grade?—Yes; they desire greater elasticity in the age requirements, especially for pass pupils.

9143. Apparently, when this paper was written, there was no idea on the part of these ladies that the Preparatory Grade ought to be abolished?—They are of opinion that it ought not to be competitive. The question then arose whether it would be better to go further than that, and abolish it altogether.

9144. That question does not appear to have been considered?—Not at that time.

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Mr. James J. Macken, B.A.

9145. I suppose then that their views have developed on some points since the paper was sent in, including three important subjects—those of inspection, the abolition of the Preparatory Grade, and domestic economy, as to which there is no suggestion in this paper?—Yes.

9146. Your experience as an examiner for the Intermediate Board was limited to one year?—Yes.

9147. I suppose the remarks you have made as to the effect of the examinations were based on that experience?—Not based on that alone.

9148. Were they partly founded on your experience as a teacher?—Yes.

9149. You assume in your paper that all the passages of verse prescribed in each grade should be learned by heart?—It has been assumed by the teachers widely.

9150. Do the examiners expect that all the poetry should be learned by heart?—I do not know. Speaking for myself, I should not expect it at all.

9151. Did the examiners receive any instructions from the Board which might lead them to expect that?—I believe not. The Board furnished me with no instructions on the point.

9152. It is simply a tradition that has grown up among teachers—is not that so; there is no suggestion in the programme, and no instruction to the examiners, that the poetry is expected to be learned by heart?—That is what I have stated. My suggestion is that only passages of real literary value should be learned by heart. I would like to suggest that strongly, because as a rule, a great deal of the verse prescribed is not poetry at all; but the teachers in the schools have no indication that the baldest and most unpoetic lines in the passages set may not be expected.

9153. Mr. Justice MADDEN.—By an unpoetic examiner?—Yes.

9154. Dr. BARKLEY.—Should not the teachers assume that the passages that candidates will be expected to remember will be those of the greatest poetic merit?—No; they believe they would not be safe in doing that. The Board prescribes some cantos, for instance, of Scott or of Moore, and there is no indication given as to what passages the candidates will be expected to remember; and the tradition of teachers has been that the examiners will expect knowledge by heart of the entire. There is no indication that they will expect them to learn by heart only the passages of poetic value.

9155. Mr. Justice MADDEN.—You say that questions are put which cannot be answered unless the entire book is got off by heart?—Yes. The examiner will give a line of the prescribed poem, and say, "quote the next ten lines."

9156. That involves the learning of the entire by heart?—Of course it does, because it is impossible to know what passage the examiner may select. I would not object to the candidates being expected to learn off by heart the really good passages. On the contrary I would recommend that.

9157. But you think they should be indicated?—Yes.

9158. Rev. Dr. SALMON.—We know that there are some persons who cannot learn passages by heart; you say you approve of candidates being expected to learn good passages by heart?—Yes; I think it is a good training. It is useful.

9159. Dr. BARKLEY.—It is said that the examinations test the memory, more than anything else; you say that in your paper?—Yes.

9160. Do the examinations not test other qualities, in addition to memory?—Yes, but many of the questions put by some examiners are such as to test the memory merely.

9161. But the whole paper could not be said to be intended to test the memory only?—No; not the whole paper.

9162. Is not a large portion of the papers devoted to testing other faculties?—Yes, of course. Composition, for instance, tests other faculties than memory.

9163. As regards spelling, you seem to think that our rules make spelling of no importance?—I do not say of no importance; I merely commented on the fact that a large number of the boys who have been through the Intermediate course are not able to spell common words, and the handwriting of nearly all of them is very bad.

9164. Is it not always the case that some boys find more difficulty in learning to spell than the majority?—Yes; but not a large number.

9165. Have you had experience that the proportion of the boys who present themselves at the Intermediate examinations, and who do not spell correctly, is very large?—Yes. I examined about 700 last year, and only about ten wrote a legible hand; and the spelling of a great many was very bad.

9166. You examined in the Junior Grade?—Yes; the Junior Grade boys were over age.

9167. I suppose it was from the over-age boys that you got the strange answer—a list of rivers flowing into the German Ocean, when the question asked the rivers flowing into the Irish Sea?—Yes.

9168. I see the other examiners in the Junior Grade said that that question was well answered?—Yes; I had all the over-age boys.

9169. Did you find many answers of that kind among them?—Yes.

9170. But amongst the other boys it was not common?—No. I mentioned that as an example of what I meant—that the teaching of geography seems to be in general the making up of a number of lists.

9171. But it qualifies your statement very much when it appears that you refer only to over-age boys?—Yes; but it is an example of what I meant, that such mistakes are the natural result of cramming.

9172. If there is to be any examination in geography at all, don't you think that students should know something of the important rivers that flow into the Irish Sea?—Certainly.

9173. Another point that you refer to is that of English composition. You seem to think that the recent change in our rules was intended to make English composition less important?—Not at all; but that the effect of the rule would be that less attention would be devoted to the teaching of English composition in the schools.

9174. You think an examiner would hesitate to adjudge that a composition was grossly defective. Why should he hesitate, if it were in fact grossly defective?—"Grossly defective" is a strong, and rather vague term.

9175. The words "grossly defective," in the rule, refer to orthography and grammar. I do not think it is a vague term; and there is a further proviso that the examiner may say that the candidate has shown an inability to express himself in reasonably correct English?—My idea as to that is that something more should be required from a pupil as regards spelling, and grammar, and ability to express himself in reasonably correct English. I think the exercise in composition should only be to ask the candidate to give a description of some simple fact that he had met with in his reading. I am quite aware that there is this difference between English composition and that in Latin and Greek; that in Latin and Greek you give the candidate a passage in one language, and ask him to translate it into another; he has not to supply ideas; he has simply to translate the ideas which are furnished to him. In English composition, on the other hand, the candidate is required to originate ideas, and to express them in correct English. I would obviate that difficulty as far as possible, by asking him to narrate some fact that he had met with in some author which he had read. I would furnish him,

as far as possible, with the ideas, in that way, and I should require him to describe the fact in reasonably correct English, and correct grammar and spelling.

9176. Do you not think that if a candidate can express himself with fair correctness when he is supplied with the ideas, if he can clearly express what he means to say, and with correct grammar and spelling, that that is as much as an examiner would have a right to expect in the Preparatory and Junior Grades?—Yes; certainly in the Preparatory Grade I would be satisfied with that.

9177. You suggest that modern languages are neglected, because less marks are assigned to them than to Latin or Greek. As a fact, do not almost all the boys take up French as a subject?—I do not say they are utterly neglected; but that they are not taught properly, in the sense of teaching the pronunciation.

9178. I do not think that is exactly what you say: you say the programme gives a preponderating number of marks to Latin and Greek, as compared with modern languages and science?—Yes; science, certainly, is neglected. No doubt a good many take French, but the proportion taking German is small.

9179. But of those who do take French, Italian, or German, a large proportion gain high marks on the papers?—Yes; but my point is that, judging by the standard of the practical interests of the pupil, it would be, in most cases, more to his advantage to take French and German than Greek, because the small amount of Greek he could succeed in acquiring during the Intermediate education course is, as far as culture and the real influence of classical education go, almost *nil*.

9180. Of course it depends, to a great extent, upon what the eventual aim of the pupil is?—Certainly; but if your system makes it the interest of candidates, in order to succeed in getting a number of marks, to take up Latin and Greek, to the prejudice of science and modern languages, I think the system is objectionable in that respect.

9181. You speak of the system making it the interest of candidates to take up Latin and Greek; do you think it is really more their interest, under the programme as it stands, to take up Latin or Greek rather than French and Italian, by which they can obtain the same, or even a higher number of marks—can they not obtain a higher number of marks by taking up French and Italian than they can by devoting the same amount of study to Greek or Latin?—I think many boys take up Latin who would take up German if you increased the number of marks for German. My suggestion is that if you give 1,200 marks for Greek, you should give 1,200 for German also. If it be objected that the amount of work imposed on a pupil in the study of the two languages is not the same, I should answer that the inspector should see that the pupil has been taught to converse in the modern language, and that he had learned it as a living language; and if it is thoroughly learned in that way, it means as much work as Greek; and I say the same with regard to Latin, to some extent.

9182. Surely to pass an examination in Latin requires much more labour on the part of a student than to pass an examination in French?—Yes, if it is merely the reading and writing of the language; but I make the proviso that candidates should learn the modern language as a living language, that they should pronounce it well, and be able to carry on a conversation in it.

9183. Most Rev. Dr. WALSH.—Have you had personal experience of pupils being taught to pronounce French otherwise than correctly?—Yes; I have known of schools in which students were taught to pronounce French words just as if they were English words spelled in the same way.

9184. That has come under your own observation?—It has.

9185. Are you aware whether that has been the result of the teaching they received in the schools, and that this strange method of teaching was the result of the system on which our examinations are conducted?—Yes; I am aware that in some schools French has been taught for examination purposes only.

9186. Have you yourself met with pupils who had been taught in that way? I do not ask you to mention the names of the pupils or schools; I think it would be better not to name them; I ask merely, have you met with pupils who have told you that they were taught in that way?—Yes.

9187. O'CONOR DON.—How many?—Well, the pupils I have before my mind were from small provincial schools; they told me the method adopted in their case was to make the French language purely a matter of writing and spelling.

9188. Most Rev. Dr. WALSH.—At all events, you have, as a matter of fact, met with pupils who had been taught in that way?—I have.

9189. There is no real check upon that method of teaching in our system?—No; an attempt has been made in some of the papers. The candidates have been asked to indicate the pronunciation of a few words; but I do not think that that is an adequate check upon it.

9190. However, the fact that the examiners put questions of that sort on the papers showed their opinion that some necessity existed of checking the method of teaching you refer to?—Certainly.

9191. O'CONOR DON.—Did you hear that method of teaching prevailed in more than one school?—Yes.

9192. How many schools?—Did it prevail in two schools?—Yes; more than two.

9193. How many schools?—Three schools. I have heard of it certainly in three schools.

9194. Were they small schools?—Yes; small provincial schools.

The Witness withdrew.

The Commission adjourned until Tuesday, February 14th.

Feb. 14, 1899.

NINETEENTH DAY—TUESDAY, FEBRUARY 14TH, 1899.

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

DOUGLAS HYDE, LL.D., President of the Gaelic League, examined.

Douglas Hyde, LL.D.

9195. CHAIRMAN.—Dr. Douglas Hyde, the Committee of the Gaelic League have stated that you will bring before us their views?—Yes; I have been deputed to do that.

9196. Will you kindly tell us what they are?—I must premise that the Gaelic League is an organisation which is a teaching body, and engaged in doing teaching work voluntarily that the Government has not done. It consists of ninety-two branches, of which seventy branches are in Ireland. The numbers in each branch vary from fifty to 400, in or about, so that it is an important body engaged in important educational work. It also conducts a monthly magazine, and until recently conducted a weekly paper in Irish, and on Irish matters. It also holds an Oireachtas, or Eisteddfod, at which prizes to the amount of £100 or £150 are given away for literary excellence in poetry and prose. Wherever a branch of the Gaelic League is established it is of considerable educational importance in reaching the people, because it trains the people in oratory, in power of expression, in æsthetic appreciation of literature, and in song and in music, and it holds classes which are attended very largely by the people in the neighbourhood. All this is done through the medium of the Irish language, which—I lay importance upon this—is the only language in which the people appear to be approachable on these subjects. I desire to give evidence as to the necessity of giving Irish a far better place upon any system of Intermediate education than it has hitherto enjoyed. Before I do that, I wish to describe briefly the conditions which, when the Gaelic League was founded, it found prevailing all over the country—north, south, east, and west; and to point out the work which the Gaelic League has been doing in neutralising those conditions; and to point out further that any attempt at disparaging Celtic or Irish upon the Intermediate programme will set back and neutralise the efforts that the Gælic League has been making in an educational direction. The conditions we found were briefly these. We found, wherever we went, and we went over about ten or eleven counties of Ireland, whenever we entered a house, the parents speaking one language and the children speaking another. We found that if you addressed the children in their parents' language they hung their heads for shame, and they slunk out of the cabin like whipped hounds, as if you had pointed out some blot in the escutcheon, or some crime that they had been guilty of. When we saw that, we began to think that things were not right. We found that an Irish-speaking child has a most extensive vocabulary. A friend of mine resided for three months in the Isle of Arran, and during those three months he took down the vocabulary of people who could neither read nor write, and found that they had a vocabulary of 2,500 words. I have taken a vocabulary of 3,000 words in a place where Irish is nearly a dead language, and if you go down to the really Irish-speaking places, especially in Cork or Kerry, I should think the ordinary vocabulary would be about 6,000 words as a language actually in use in a most intimate way. I need not tell you that the ordinary English peasant has a vocabulary of only about 500 words, or, perhaps, at the most, 800 words. An ordinary English-speaking peasant is a most inferior animal to the ordinary Irish peasant, for that reason.

9197. Mr. Justice MADDEN.—You mean a vocabulary in English?—Yes. We thought that to allow this splendid vocabulary and all the ideas it gives rise to, to lie dormant was a sheer waste of intellectual power. Then we found that the people were not only ashamed of their own language, but were ashamed of their own Irish surnames, in every possible instance translating them and changing them, and the result of the change is positively disastrous to Ireland as a country, because supposing some Irishman goes to America, and throws some bridge across some river, or makes some startling discovery, that man has changed his name, and the credit does not go to Ireland or the Irish race; but to somebody else altogether. For instance, we see that the Irish race has given a President to the Free States of America, and has given a President to France. If M'Kinley had done what so many others of his name did, and signed himself Ginly, he would have been put down as a Saxon, or if M'Mahon had changed his name, the Irish race would have lost the credit of those men. Out of 400 O'Byrne's in New York, only four of them had retained their name of O'Byrne; all the rest had become Burns. The Gaelic League thought this a great calamity. I have given instances elsewhere of the way in which about 300 surnames of Irishmen have been changed, and they were being changed every day, until the League was started in order to combat it. This Commission alone have had instances of it. Many of the name of O'Sheehan have called themselves Hydes, and I hear the M'Gaffeys, a branch of the M'Devitt in Donegal, are calling themselves Mahaffy, and the O'Crowleys have also, I believe, become Crawley.

9198. Is it through the influence of the Gaelic League that the M'Gaffeys are calling themselves Mahaffy?—I do not know whether Dr. Mahaffy, who gave evidence before this Commission is of that branch of the M'Gaffeys or not, but I have been told of a branch of the M'Gaffeys who have become Mahaffys. We find the same thing reflected in our Christian names. A clergyman, Father O'Reilly, told me when he was on the Australian mission, it was almost impossible to get Irish parents to christen the children by the name of the Irish patron saint, St. Patrick.

And the Bishop of Auckland said, "Whenever I am called upon to baptise an Irish child, if they put in an Irish name at all they put it at the tail of half-a-dozen other names, for example, "Ferdinand Robert Augustus Patrick," Patrick being given in a shame-faced sort of whisper at the end. The same thing holds good with regard to a second Irish Christian name, that of the other Irish patron saint —Saint Bridget. You hear it said, "God forbid that I should handicap my child in life by calling her Bridget." It is to efface that state of things that the Gaelic League has come in. In Scotland, for instance, "Macintyre" has remained, but not a single Irish M'Intyre has remained. "Mickey Free" was really a M'Intyre; it was just a chance that he was not Mickey Carpenter, because the name may be translated that way too. Then, in the same way, with regard to songs. We never found people singing a native song, such as "Eileen Aroon," or any of the deeply beautiful Irish songs that have elicited the admiration of almost everybody acquainted with the music of song. A lady in County Galway lately asked one of those Irish speaking peasants, "Sing me a real Irish song for these English friends that are staying with me." and the man began to sing, "Where did you get that hat, where did you get that tile," as a typical Irish song. I am happy to say that owing to the influence of the Gaelic League I had a letter the other day from that lady, saying that the workmen who are planting a wood there for her, have bound themselves together to speak nothing in future but Irish. It seems to us that no good can result to national character from such a state of things as that, where the children are ashamed of their names, ashamed of their past, of their national games, and of their national songs. No wise Government, unless it was deliberately playing the game to weaken the people, would have allowed such a tone of mind as that to have arisen, and, in connection with this, I wish to read one line from a letter from Mr. York Powell. Mr. York Powell is Regius Professor of History at Oxford. He says, "I am convinced that if the English in Ireland, and the English and Scotch settlers in Ireland, had chosen to encourage the study of Irish, they would have made things, politically and socially, much better and easier. There is still time to do much in this direction if the Government is wise and shrewd. I am not, as you know, a 'mystic' or a believer in 'Celtic glamour,' or the rubbish (good-natured fantastic rubbish, but still rubbish to my mind) that is being talked now a good deal; and I do not like it, because it is based upon a lot of idle theories that cannot hold water or fire, or any other decent element, and I am not writing to you as a politician, and I have no 'row to hoe.' It is as a scholar, and as one who has a practical acquaintance with education, and with schools and school-work, that I state my deliberate opinion that it would be a very grave and retrograde step for the Royal Commission to try to do away with the study of Celtic as a school subject. It is a good subject, a useful subject, and a subject that, far from being discouraged, should be encouraged by any who really care for education in the true sense in Ireland." Well, the Gaelic League is trying to undo that tone of mind, and I feel certain that in this real educational effort, as far as that part of its work goes, it has the sympathy of all the Commissioners. But, it may be alleged, and it has often been alleged to me, that this is all very fine and very sentimental, but that the man who translates his name from O'Brollahan into Guthrie, or from MacRory into Rogers, the man who would blush if you spoke to him in the language that his father and mother spoke, who sings "Over the garden wall" instead of "Eileen Aroon," is just as well fitted for the battle of life, and many people think he is better fitted, than the man who is true to his ancestral past. It is a matter of experience with the Gaelic League, which has ramifications over all the country, with branches in eighteen counties, that it has seen reason at every hand's turn to discredit such a theory as that, and to disbelieve it; and a book which I happened to be reading the other day—"Beddoe's Races of Great Britain," I think is the name of it—proved by statistics that the Welsh people, when they went abroad, got on better as merchants and shopkeepers, and made more money than any of the other inhabitants of Great Britain, and yet, it is the Welsh alone with whom this love for their ancestral language and ancestral customs is a positive passion. The Gaelic League believes that the principle of nationality, rightly understood, and altogether apart from politics—I lay stress upon that, altogether apart from politics—the reverence for antiquity, and the principles of patriotism in a non-political sense —we believe that not only have they a moral, but a high economic value as well. We thoroughly believe in the truth of what Mr. Gladstone once said in speaking to the Welsh: "The attachment to your country has in it in some degree the nature both of an appeal to energy and an incitement to its development, and likewise no few elements of a moral standard." In that we thoroughly concur. Now, the raising or the lowering of the status of the national language in the national education, and especially of the Intermediate Board, will have a powerful indirect influence, either in discouraging or encouraging the growth of such a sentiment as obtains in Ireland, and which we attempt to neutralise. A feeling of snobbishness, a want of national self-respect and national self-reliance—these are the great enemies of the Irish language, and the Board, by raising the national language to its proper place in the system of national education, will gain a victory over these. The study of it will create amongst Irish boys, more than any other study, perhaps, feelings of national and personal self-respect, in which they are at present so deplorably wanting, but without which we, of the Gaelic League, believe that no healthy prosperity is possible. We thoroughly believe in what Lord Farrer, Lord Welby, and Mr. W. B. Currie say, at page fifty-one of the final report of the Financial Relations Commission, where they write that "the absence of these qualities (of independence and of self-reliance) has, in our opinion, been the main cause of the backward condition which so exceptionally distinguishes Ireland from the rest of the United Kingdom." But the people who are taught to regard the language of their homes, and of their ancestors, as a thing to be ignored, or to be ashamed of, who see it degraded, not merely below English, but below two foreign languages, are they likely to possess such qualities? I now come to the national reasons for encouraging the national language. National, in a non-political sense, I repeat again. Up to the great famine of 1847, Irish was, roughly speaking, the language of the whole of Ireland, except the north-east corner of it, and it had been spoken there for 2,000 years, not only by the Milesians themselves, but by the children of every invader who gained footing in this island—Normans, Danes, Elizabethans, and Cromwellians. The history of modern Irish literature swarms with the names of Keatings, Cusacks, Condons, Englishes, and other non-Milesians, who became Irish through the force of the national language. Irish was the language, if not of the father, then of the grandfather, and if not of the grandfather, then, certainly, of the great-grandfather, of almost every boy examined before the Intermediate Board at the present day. The very cast of their features, the expression of their faces, their laryngeal peculiarities, their accent in speaking,—all this is largely the product of the Irish language spoken for hundreds or thousands of years by all who went before them. The very English which they speak swarms with

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Irish idioms. To these boys, Irish, though at present a lost language, is not a foreign language. To it they respond, and they respond with vigour and quickness. Now, it requires a long and tedious training to make a Celt or a Teuton read himself into the spirit of classical literature, and into the spirit of the Greeks and Romans, because he belongs to a different race from the Greeks and Romans; they are alien races, and he must read himself with pain and loss of time into their thoughts in order to appreciate their literature. On the other hand, an Irishman, even though he has lost the Irish language altogether, will yet imbibe the benefits of classical study from Irish literature in a way he could not do from any other, because every fibre of his being will pulsate and thrill, responsive to some chord in the Irish language, which was the language of his ancestors before him. I wish to put in a letter on that subject which I received from a lady, who is, at least as much identified with education in Ireland as any who have been examined before this Commission, but who does not wish me to give her name. She writes, "When I began to learn Irish, I felt as though the words were not unfamiliar to me, and my mind went out naturally to them. I felt as if they were drawing out of me something that I had not known was there. It seemed to me that till then I had not been myself, and was now finding myself; or that, underlying what I had been, there was another self with possibilities of thought, and feeling, and expression that I had been totally unconscious of. Then followed an immense regret that I am now too old to learn Irish well, and that I shall never be able to express my thoughts in my own language. I never experienced any feelings of the same kind in beginning any other language, and I have attempted a few." Indeed she has attempted many of them. "You may make any use you please of what I have written, provided you do not make it easy to identify me." In thorough agreement with that, I wish just to read a line out of a long letter—which I desire to put in, but which I will not trespass upon the time of the Commission by reading the whole of—by the author of "The Cuchullin Saga," published the other day in London. The author is Miss Hull, who is secretary of the Irish Texts Society, and who is on the Committee of the Irish Literary Society over there. Her testimony is important, because it shows the effect that the teaching of Irish has upon the denationalised Irishmen of London. "I may say," she says, "that, personally, the study of Irish exercises over me a fascination which I have never experienced in learning any other modern tongue, and I find that it has the same immense interest for our students here. I have never seen anything to compare with the enthusiasm and earnestness with which the study of the language has been taken up. It appears to exercise both an intellectual and a moral influence over the students. Many of them are young men engaged all day in various public offices, and young women, employed in the General Post Office. Yet, after a hard day's work, they meet together to study the language with an energy and perseverance, which I have never seen applied to any other intellectual pursuit. While in their holidays they find a new and healthful field of recreation in gathering the folk-lore and songs and studying the antiquities of their own parts of the country. Surely every possible facility should be put in the way of such rational and wholesome recreations and pursuits. That all these students should become scholars of the older tongue is, of course, not to be expected; such extended studies require leisure and long-continued application. Some of them, however, are pursuing their studies further, and are making them practically useful in the compilation of dictionaries, the collection of MSS., and the dissemination of healthy Irish literature, to counteract the debasing influence of the cheap and unwholesome English sensational fiction that is circulated among the peasant classes in Ireland." Irish is still spoken over one-third of Ireland, and by one-seventh of its population, and besides those who habitually speak it, many thousands understand something of it, and their English is Irish idiom in an English garb. Irish is largely spoken in the Highlands of Scotland by nearly as many people who know no English as in Ireland itself, I believe, at all events, by about 40,000 people. It has taken a firm hold in Canada, and one of the pleasantest experiences I ever had was meeting an officer, who was stationed in New Brunswick, who was a great grandson of a member of one of the great Scotch clans, banished after Culloden. He spoke Scotch Gaelic perfectly, and he told me that it had taken root all over Prince Edward's Island. I need not say that the fact of our both speaking Irish was of enormous value to me, they immediately put me upon the mess, and the officer showed me every possible consideration. Consequently, Irish is the living tongue of as many people as speak half-a-dozen modern languages of Europe—Greek, Servian, Bulgarian, Norwegian, or Danish. Consequently, no system of Irish education can possibly ignore its existence. I have heard it argued that there is no genuine desire amongst the Irish people to take up the study of Irish. On the contrary, there is a tremendously strong and constantly-rising tide of opinion in favour of it. During the passing of the Intermediate Education Act, a memorial, signed by forty or fifty Irish Members of Parliament, was presented in favour of including Irish amongst the subjects. The result of including it, even though it has only been within the last eight or ten years that it has begun to bear fruit, has been to enormously stimulate intellectual activity in Ireland, and has amply justified the prescience and foresight of the statesmen who included it in the Intermediate course. In order to prove that, I may say that when I first came to Dublin, I used to go into the bookshop of old John O'Daly, in Anglesey-street, and I saw there on the shelves the four volumes of the Transactions of the Ossianic Society in Irish, which he was unable to sell. Thanks to the intellectual activity that has been developed in Ireland during the last few years, largely owing to the inclusion of Irish in the Intermediate Education, every one of those books has been sold out, so that it is impossible now for love or money to get a copy of them. I printed a book of "Love Songs," which went through two editions immediately, although it is an Irish book. There are more books being printed in Dublin in Irish, outside of religious books, than are being printed in the English language. There were twenty-five books of different kinds published by the Gaelic League; I have their names here. The Commission will remember that when the Board reduced the marks for Irish in the Preparatory Grade in 1896, the Irish members immediately moved an Address, asking her Majesty to withhold her assent from the rules, and a considerable number of Welsh and Scotch members supported them. This shows that the Irish representatives, so far as they count for anything, are nearly unanimous in claiming a better place for the national language than it at present possesses. The feeling of the public has been made manifest by numerous public meetings in all parts of Ireland, attended by many of the clergy, and local representative men, claiming more favourable facilities for the teaching of Irish. At a congress held in the Mansion House, presided over by the Lord Mayor, in 1894, a similar claim was put forward. I now come to another reason for the encouragement of the study of Irish. One of the most important of the secondary reasons is that you never will have university students of Irish unless you have Intermediate ones, nor Intermediate ones unless you have primary ones. Now, in primary education, Irish,

so far as it is admitted as a study, is placed upon a full level with Latin, Greek, French, and German, and in the university course it is placed not indeed on a par with Latin and Greek, but on a full level with French and German, and English. Why is not the same thing done on the Intermediate Education Board? In it alone is Irish degraded to a rank lower than two foreign languages. As an optional subject for national school teachers, Irish may be taken up by Queen's Scholars and by teachers on the same conditions as French, or any other optional subject, and it scores as highly. In the examination for inspectors of national schools, which is one of the most important in Ireland, Irish counts 500 marks, exactly the same as English, French, or German. But, in the Intermediate system alone it is heavily handicapped. In the Preparatory Grade it counts only 500, while two foreign languages, French and German, are accorded 700, and in the other three grades Irish is 100 marks below each of them. Moreover, to make things still more unfair, 200 marks are added in the commercial course in French and German, thus making these languages count just one-third more than the national language of Ireland. I know that it is provided by Rule 50 that, in awarding medals in modern languages, account shall not be taken of the answering of a student in the commercial course; but no such rule holds good with regard to exhibition and book prizes, and that is one of the things the Gaelic League wish to call attention to. Now, by making this discrepancy between the value of Irish as an Intermediate subject, on the one hand, and as a primary and university subject on the other, the continuity of Irish education suffers, and we run a deadly risk that the race of Irish scholars, who are needed for the elucidation of our enormous mass of MSS., amounting at the least to 1,000 octavo volumes, will be cut off. "The more," says Professor Zimmer, "I studied the Irish language of the ancient MSS., the more indispensable I found a solid knowledge of the modern Irish language." "What material will you provide for your university professors of Celtic studies," writes to me Kuno Meyer, 'if you freeze the fountain at the spring." "It must be kept in mind," writes to me Dr. Holger Pedersen, of Copenhagen, "that there is a connection between the elementary education and the learned studies; to advocate the abolition of Irish teaching would, therefore, be the same as proposing that Ireland should altogether leave the study of her own nationality to the Continental scholars, who will always know how to appreciate the unmatched importance of the Irish language." "If," writes to me Professor Windisch, "a knowledge of the Irish language should vanish out of the educated circles of the people, and become more and more confined to a few professional scholars, then once more the doors will be thrown open wide to all kinds of wild theories, such as we had in plenty at the beginning of the century." But, to keep it a possession of the educated classes, it must occupy in the Intermediate system at least as good a place as it occupies in primary education, and in the university system. And for what reason should it not? I now come to a very important part of my evidence, and that is the value of Irish as a spoken language, and the possibility of teaching it as such. Now, the possibility of teaching Irish as a spoken language is infinitely greater than the possibility of teaching French or German. Very very few schools or academies in Ireland have real Frenchmen or Germans as teachers, and even where they have a Frenchman or German resident in the school, will half-an-hour's class-work out of the twenty-four hours teach a child to become a bi-linguist?—It is absolutely impossible. On the other hand, wherever you go throughout Ireland you will find Irish people, with whom you may, if you wish, converse, and you can become an expert bi-linguist. Dublin swarms with them; Belfast is full of them; Londonderry and Galway abound with Irish speakers; there is scarcely a spot in Ireland where you will not find them. Now, the importance of bi-lingualism is enormous in education. It has been proved over and over again that the Welsh, who know both languages—Welsh and English—master French and German far more easily in Welsh schools than those who know English only. It must, however, be taught grammatically, and in order that it may be taught grammatically, it must be encouraged in all the three grades of education, but especially in the Intermediate. If you allow the enormous vocabulary of Irish speakers' minds to lie dormant, it is a sheer waste of intellectual power. And Irish is not a foreign tongue even to speakers of English, as I said before, because their whole speech is shot through with Irish idioms.

9199. Most Rev. Dr. WALSH.—That is, Irish speakers of English?—Yes. Then, too, it must be remembered that Irish is a very beautiful and highly inflected language, one regular, for the most part, in its declensions and conjugations; it is very subtle and accurate in its idioms, and fully as well adapted for educational purposes as any modern European language. It is now once again putting forth new leaves and buds, and day by day is assimilating fresh words to bring it into touch with the requirements of the present day. It is still spoken, and well spoken, by a large number of educated men in Ireland, and it is only about two months ago since I had the pleasure of attending a large meeting, in which the Primate of All Ireland took the chair, and beside him was the Bishop of Raphoe, and half-a-dozen monsignors, a number of priests and educated people, and not one word was spoken by anyone through the whole course of that meeting except in Irish. So that it is not a dead language. It is both the language of many of our educated men, and the language of a large portion of our uneducated men. It has an extraordinarily large vocabulary, and a grand power of word-formation, so that any objections put to it by anonymous experts as a rugged or ragged language, fall absolutely to the ground, and to this I hold in my hand the deliberate testimony of nearly all the greatest scientific linguists in Europe; and I would ask permission of the Commission to hand in these letters and get them printed, because they are the last word to be said on the subject by the most eminent professors of linguistic studies in Europe. I do not intend to trouble the Commission by reading out these letters in detail; I suppose it will be sufficient if I hand them in, and if they are printed hereafter.

9200. O'CONOR DON.—Perhaps you will give the names of the writers?—Certainly, I carefully eschewed——

9201. Mr. Justice MADDEN.—You might give their names, their positions, and their qualifications for forming an opinion on the subject?—I must say first that I carefully eschewed writing to any Irish scholar, such as Dr. Standish O'Grady or Dr. M'Carthy; I carefully eschewed writing to any of those, because Irish is the language of all their ancestors and their mother language, and I thought their views might possibly be looked upon as somewhat tainted. I wrote direct to Leipsic, to Dr. Ernest Windisch, and to Professor Zimmer, of Greifswald, Prussia, two of the greatest Celticists in Europe; I wrote to Dr. Kuno Meyer, of Liverpool, who is the editor of "Celtische Philologie." I wrote to Dr. Stern, of Berlin; Dr. Holger Pedersen, of Copenhagen; to Mr. Alfred Nutt, who is one of the greatest living authorities on folk-lore—the London publisher; I went to Monsieur Georges Dottin, of Rennes. I have all their letters here. I translated the German and the French ones, and I beg to hand in the originals and the translations.

9202. Did you go to Mr. Whitley Stokes?—I did not go to Mr. Whitley Stokes, for the same reason—that he is Irish.

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9203. CHAIRMAN.—Will you kindly hand them in, and we will have them printed?—*Apropos* of the Irish language being a valuable language for teaching, I should just like to read two lines from Professor Zimmer's letter, because I know that directly opposite evidence was put in by a person who has been at the study of Irish for about two years, while Professor Zimmer has given up his life to it.

9204. Who is the person to whom you refer?—Mr. Edward Gwynn, of Trinity College. "With regard to the Irish language as a subject of instruction in the Intermediate education system in Ireland, I know of no other modern language which, regarded purely as a language, possesses a higher educational value than modern Irish for a boy who knows English. Practically, and from the point of view of modern literature, a knowledge of French and German, outside of Ireland, would be certainly more valuable; but for thorough education and schooling of the mind and of the intellect, Irish stands at the very least on a level with the above-named languages, in fact, is, in many respects, superior to them, because it is more characteristic, and consequently gives more matter for thought. Through the phenomena of aspiration and eclipsis peculiar to the Celtic languages, which combine some of the principal phenomena of Indo-European speech, but which are now lost in other Indo-European tongues, all but a few fragmentary remains, Irish opens up to the growing youth, who is to be educated to think, new and highly instructive linguistic points of view." He goes on to enlarge upon that at much greater length, and says, "I can think of no modern language, which, for any Irish boy, who knows English, would be more educational than Irish, if it be rightly taught in Intermediate instruction." That is the most important part of the letter. It has been said that modern Irish possesses no literature. The truth is that modern Irish possesses an enormous literature, or did possess an enormous literature.

9205. Who says that Irish possesses no literature?—I believe that Mr. Gwynn, in his evidence, has said that.

CHAIRMAN.—I have never heard that before; I thought it was admitted on all hands that Irish had an enormous literature.

9206. O'CONOR DON.—It is here; I was going to ask some questions on that?—Owing to the disgusting irreverence for the past that the Irish have been guilty of, and of which I have already spoken, that large literature has suffered immensely from the destruction of MSS. In County Clare, a friend of mine went into a cabin, and found children destroying manuscripts on the floor. In one he found a story called "The Affection of Dubhlocha for Mongan" — for which the libraries of Europe had been searched through in vain, and which was afterwards discovered in the "Yellow Book of Lecan"—a single copy of it. It was printed from that, and it was edited with all the care and skill that two such world-renowned scholars as Mr. Nutt and Dr. Kuno Meyer were able to bestow upon it; and they consider it to be one of the most valuable texts in existence, as casting a light on the anthropological views of early Ireland. If that single MS. had been lost, then my MS. would have been unique. It was over 100 years old. That tearing up of MSS., and the want of interest in their own past, has enormously affected the amount of modern Irish literature, though I should think that there is still in manuscript enough of Irish written within the last 200 years to fill a couple of hundred octavo volumes. It is very hard to know what we have and what we have not. There is nobody to delve in this mine; there is no money set apart in Ireland for anybody who will do the work; it must be done by volunteers. I know that the Royal Irish Academy catalogued about one-half of the MSS. in it, and the catalogue was contained in thirteen volumes, and fills 3,448 pages; and from looking over that catalogue, and comparing it as well as I could, I came to the conclusion that about 10,000 pieces must have been catalogued, varying from, perhaps, a single verse of a song up to a long epic. Even if modern Irish possessed a less important literature than it does, I say that a language is mightier than any books that can be written in it; and if there was never a line written in it, it is still worthy of being taught to the people who speak it. I would also wish to say that in one respect modern Irish literature introduces the student to what no other language will do. There is a most marvellous system of prosody, self-evolved, self-invented, in Irish, that no other European country possesses. Even as early as the year 750, Irish poets were making the most perfect rhymes, a thing not known for at least two centuries later in any other modern vernacular; and the great Zeuss, who put Celtic studies on a sure foundation, and Constantin Nigra, have strongly urged the fact that it is to the Celts that Europe owes the invention of rhyme, and the modern poets of Ireland have carried that to perfection, that people who have not actually read their poems cannot dream of. The modern poetry of the Irish is, in my opinion, an unique literary heritage, and I wish to read two lines *apropos* of that from this letter of Miss Hull's.

9207. Mr. Justice MADDEN.—For that reason it does not bear translation easily?—No.

9208. It reads better in the original?—Yes; one of the letters from Dr. Windisch says that. Miss Hull says: "The natural genius of the people can flow freely only through their own vernacular. The Irish character is highly poetic and imaginative, and the expression of strong feeling is conveyed by means of very delicate and subtle similies, which cannot be expressed at all in English, but for which the Irish tongue seems to be specially fitted. See what a number of very lovely poems have been written within quite recent times by peasants in their own language, which would certainly never have been composed in any foreign tongue. Your own inimitable collection of the "Love Songs of Connacht,' and Dr. Sigerson's fine translation in the 'Bards of the Gael and Gall,' put it into the power of English readers to judge of this for themselves. The composer of 'The Fair Hills of Eiré' was a poor exile living at Hamburg during the penal *regime*, who, in spite of the penal laws against education, succeeded in mastering the classic tongues; the impassioned and elevated poem, 'Love's Despair,' was written by a young farmer in County Cork, in the first quarter of the present century. The larger number of these later poems are written by quite poor people, and your own collection has been gathered from peasants in the humblest station. Yet these are gems of poetry which would rank high in any collection of European lyrics. I have seen no English lyrics of recent years that can approach them in grace and tenderness and in lovely melody. Surely the language that inspires and expresses thoughts like these should be encouraged by every means in the power of the State or of private individuals." I have nearly come to the conclusion now of what I wish to say. It seems to me to be absolutely necessary for every educated man that he should know something of the language of the country in which he lives. It is positively disgraceful for any educated man not to know the meaning of the name of his own house, or his own townland, or his own surroundings, or the names of his neighbours, and what they mean; and the letters which I have put in from Professor Zimmer speak very strongly upon that point. Just one word with regard to Welsh education. There is at present a Central Welsh Board, composed of representatives from the County Governing Bodies, the County Councils, the university colleges, the headmasters of Intermediate schools, and so on. This is the Board

of Intermediate Education in Wales. That Central Board inspects and examines. Each County Governing Body has its own scheme; they are nearly all the same; they are based on the same lines, but they differ in details to meet local needs and wishes. This is the point that I wish to make—that in several County Governing Bodies' schemes the Welsh language is compulsory; it is not compulsory in others. Thus, in the County of Monmouth, Welsh is compulsory in the Intermediate, while in the County of Glamorgan it is optional. The first report of the Central Welsh Board, issued last year, contained this passage from the chief inspector:—"I am glad to find that practical teachers are beginning to recognise that a systematic knowledge of the Welsh language is a great help to Welsh children in acquiring other languages. It is not the knowledge of Welsh, but the ignorance of it, that proves a hindrance to Welsh students. Teachers invariably assert that they find that children who possess a systematic knowledge of Welsh make more rapid progress in French than those who start without such knowledge. Starting from a language which has so many distinctive features, the Welsh pupil is all the more likely to be alive to the peculiar characteristics of other languages." And in connection with that, Dr. York Powell, Regius Professor of History in Oxford, was good enough to ask Mr. Edwards, a Fellow of Lincoln College, Oxford, who has an unique knowledge of the working of the Welsh system of education, to write to me. This is a letter, which I also beg to put in:—"Dear Dr. Douglas Hyde,—I have heard rumours that Irish is to be given less prominence in the secondary education system of Ireland. In the face of the wonderful impulse given to education in Wales by the utilisation of Welsh, I think that any step in the direction of eliminating Irish would be very injurious to the best interests of education in Ireland. In our Welsh schools—elementary and secondary—the study of Welsh is taken up with great enthusiasm. The results are most satisfactory. One result is a striking growth in all-round excellence—in English especially. The study of Welsh arouses the children's mind in a wonderful degree, and the standard of the school rises appreciably, and in an unmistakable way when the boys and girls are allowed to give some time to their own language. Our inspectors of elementary schools will tell you that the standard of elementary education was greatly raised by the introduction of Welsh. Our secondary education system"—that is, their Intermediate system—"is not old yet, but the influence of the study of Welsh is already beginning to tell on the literature of the country. There is a great demand for reprints of the classics—numerous in Welsh, as in Irish—and the Press is becoming more active every day"—just as is beginning to take place in Ireland, the Press is becoming more active every day. "Within the last ten years literary activity has been doubled, and the demand for Welsh books on literature, history, science, &c., is far greater than the supply. The schools and university, by giving a more important place to Welsh year after year, have given Welsh literature an impetus, a discipline, and a spirit of progress that have exceeded our most sanguine expectations. We have gained in every direction by giving Welsh an important place in our whole system, from the infant classes to the university course. The schools themselves have become more efficient; it is found to be much easier to develop the children's minds; our popular literature has been revised and brought under inspiring foreign influence— and we have gained all this, while also gaining a greater knowledge of English and of English literature. Before any reactionary step is taken, I hope you will call the attention of your countrymen to the analogous case of Wales, where the results are so eloquent." Now, I have concluded, except to allude to the evidence that has been laid before this Commission by Dr. Mahaffy and Mr. Gwynn. I would like to take their evidence in detail, and just say one word about it. Dr. Mahaffy said that "Irish is a perfectly useless subject." It is a far more useful subject than any other language for an Irishman, who is going to reside in Ireland. If an Irishman goes to reside in France, or in Germany, then French or German is a more useful subject for him, but very few Intermediate students do that. Ninety per cent. of them remain in Ireland for the ten per cent. that go to France or Germany. "It is out of place in any practical system of education," said Dr. Mahaffy. The really unpractical system of education is the system that ignores it. "Ninety per cent.," says Dr. Mahaffy, "of Irish parents and teachers desire its abolition." Why, it is the only subject that is studied in Ireland *con amore*, and the large increase in the number of students goes to prove it. There were more boys—excluding the girls—there were more boys lately examined in Irish than there were in German, Italian, and Spanish put together. If the parents and teachers did not wish to take it up, why should the Society for the Preservation of the Irish Language have sold 140,000 books since they began, and why should the Gaelic League, within the last three years, have sold 55,000 books, not 3,000 of which went to Intermediate schools? "It is the outcry of a few enthusiasts," said Dr. Mahaffy, "at best sentimental, at worst actively employed in maintaining what separation they can between Ireland and Great Britain." Well, the antagonism to the Irish language is certainly, as Dr. Mahaffy evidently shows, a political one. The attempt at its retention is non-political, and sternly non-political, and one of our best supporters in the North of Ireland, the late Dr. Kane, was also the leader of the Orangemen, and the leader of the Unionist party there. I have not known Irish to be taken up with a political reason at all, but the antagonism to it is political. "The study of Irish," says Dr. Mahaffy, "can serve no other practical purpose than to widen separation." That was not Dr. Kane's opinion, and the present president of the six branches of the Gaelic League in Belfast, Dr. Boyd, is a strong Unionist and a strong Protestant. There is not a single Separatist on the Council of the Gaelic League. "It is a pandering to the clamour of false patriotism," said Dr. Mahaffy. If "false patriotism" consists in trying to extract the most that can be got, intellectually and morally, out of a man in Ireland, then it is a pandering to it. "Irish," says Dr. Mahaffy, "has no educational advantages, apart from philological ones." That is more than answered and torn into shreds by Professor Zimmer's and the other letters which I am going to put in. "The more complete your study of Irish," says Dr. Mahaffy, "the greater your waste of time." That simply means the more accomplished a bi-linguist you become, the less of a man you are, and that is contradicted by commonsense. Mr. Gwynn said that a language should be taken up "for its practical utility"—there is practical utility, and very great practical utility, in taking up Irish, for Irishmen; or else, "as a valuable educational instrument"—and Irish is such a valuable educational instrument, according to the letters of these great linguists; or else, "for the interest of its literature"—and Irish does possess a literature, and a large one, and these letters will also prove that. "The number of persons speaking Irish is on the decline; consequently, do not bother about teaching it any more." But the number of people speaking both languages is, I hope, on the increase, and will be more largely on the increase, I should think. "Modern Irish has little to recommend it; its syntax is monotonous and undeveloped; its affinities to the great European languages are, except to a trained scholar, unrecognisable."

9209. Most Rev. Dr. WALSH.—Is this the Todd

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lecturer at the Royal Irish Academy?—Yes, the Todd lecturer. In answer to that, I say that when the Polish scholar, Curtin, first heard the word "Is mé," "I am," in Irish, he cried out with astonishment, "God bless my soul, that is the Sanscrit 'asmi.' What was it that made Professor Blackie, of Edinburgh, take up the study of Irish with such intense enthusiasm that to the end of his life he said he read every scrap of Gaelic that appeared in the Scotch newspapers with as much regularity as he read his Bible? It was because, while sitting at his breakfast in a Highland inn one day, he asked the waiter out of sheer curiosity, "What is the Irish for a mare?" "Capall," said the man. "Why that is 'caballus,'" said Blackie. "What is the Irish for 'a horse?'" "Each." "Good heavens, that is 'equus,' with the guttural preserved." From that time he pursued the study of Gaelic. "Modern Irish literature has little or no value *qua* literature," says Mr. Gwynn. "It possesses no general interest, nor any significance in the history of European thought." Well, I simply traverse that by a direct denial. Its prosody alone is a marvel; it developed rhyme before any other European nation did, and brought it to a higher level of perfection. The old valuable literature has come down in modern transcripts, and was read in every hedge school in Ireland 100 years ago. So that Irish modern literature also possesses a great deal of what is valuable in ancient Irish literature through the medium of modern transcripts, the words being somewhat modified. "The utmost that could be looked for," says Mr. Gwynn, "is that an interest be awakened here and there in a future student." Mr. Nutt's answer to that is this. "If," said Mr. Nutt, "the Intermediate Education in Ireland only produced one O'Donovan in 100 years, it would amply have justified its existence." I do not go so far as Mr. Nutt goes, because I look upon it as far more important that every student should know a little Irish, sufficient to make him a self-respecting and intelligent man. "The scientific knowledge of the language in this country," says Mr. Gwynn, "after twenty years of Intermediate examination, stands lower than it did in the days of O'Donovan and Hennessy." That simply means that we have no O'Donovans or Hennessys at present, but if he means that there is less scientific knowledge of Irish now than there was twenty years ago, he simply is saying the thing that is not, for there are ten people who read it now for every one who read it then, and the best living grammarian of modern Irish language in the world, Mr. John M'Neill, is a product of the Intermediate Board and the Royal University, and he it was who set to rest, by a series of letters, the great controversy on "Cum," of which I doubt whether this Commission ever heard, and of which I am convinced Mr. Gwynn never heard, but which convulsed two hemispheres, and dozens of papers, both in America and Ireland. There is far and away more interest taken now in Irish, and far and away more scientific knowledge of it, than there ever was at any previous time. And I would ask you to discount Mr. Gwynn's evidence, for this reason: he knows no modern Irish, and he himself would be the first person to confess that he does not know it; you might be talking Irish to him until you were black in the face, and he would not understand one word of what you were saying. I think that that concludes the evidence that I wish to put in on behalf of the Gaelic League.

9210. CHAIRMAN.—You have examined for us upon more occasions than one, have you not?—I have been examiner in Celtic for two years.

9211. Two years ago was the first time that you examined?—It was.

9212. You are acquainted with our programme in Celtic?—Yes.

9213. It runs through our entire course?—Yes.

9214. From the Preparatory Grade to the Senior Grade?—Yes.

9215. I do not know whether you were consulted about these courses?—I was consulted about the courses that were to come into existence two years after the time that I was consulted.

9216. And did you approve of them as they were framed?—I had to approve of them——

9217. I want to ask you some practical questions, not at all as making any insinuations against what you have said. I want to come to the practical matter with which we have to deal. Supposing now that you were wholly unfettered, would you suggest any changes in the courses?—In the course of the next two years a good number of modern books will be out, and I would emphatically suggest putting them upon the course instead of old-fashioned books like "Toruigheacht Dhiarmuda agus Ghrainne" and "The Fate of the Children of Lir."

9218. But before any new books come out. We must deal with the matter practically. I think that you approved of the course, but, of course, it may be possible to improve it from time to time when your books come out?—I approved of it because it was the best that you could get at the time. But we will be able to get much better in two years time.

9219. Do you think that in order to cultivate the Irish language efficiently we ought to have *viva voce* examination as well as written examination?—I should certainly have it as a test, but I would conduct the examination as a written examination with a *viva voce* test.

9220. There should be *viva voce* examination as well as written examination?—Yes, but I would not allow the *viva voce* to count much, or at all, in the examination. The examination should be a written examination, and a *viva voce* test ought certainly to be introduced. The language is a living language.

9221. If you approve of the courses as they have been set, do I take it that your great objection to the Intermediate system, as it at present exists, is that a sufficient number of marks has not been allowed for Celtic?—That is the great objection which I have at present to it.

9222. That is the objection that we have to deal with now?—Yes.

9223. Five hundred marks only, I believe, are allowed for it?—Only 500 in the Preparatory, and 600 in the other grades.

9224. Seven hundred are allowed for French and German?—Yes.

9225. Which are modern languages?—Yes.

9226. I put out of consideration the commercial courses for the present. 1,200 marks are allowed for Greek, and 1,200 for Latin?—Yes.

9227. Of course, you are aware that all educationists insist that the study of Celtic is of great value from a philological point of view?—I set small store by that, because philologists are very few in number.

9228. You do not attach any importance to that in the consideration of whether this subject ought to be continued in our course?—Very little.

9229. Do you know what are the arrangements for teaching Celtic in Germany?—There are professorships of the Celtic languages in I do not know how many German universities; I know that Father Henebry attended the lectures of fifteen or eighteen Germans.

9230. You do not attach any importance to the inquiries that the Germans have made largely during the last half-century in reference to old Celtic literature?—I attach enormous importance to them, but not as an Intermediate study.

9231. Must there not be something to lead up to trained philological knowledge?—I meant to have made that plain.

9232. I want to ask you some questions in refer-

ence to it to bring out your view more clearly?—I attach enormous importance to it as a philological study, but the philological study is taken up by very few people, while a knowledge of Irish as a spoken and a living language is of great value to a great many people. It is, therefore, of much more importance to them than as a philological study.

9233. I suppose you are aware that in Trinity College there is an Irish professor?—I am aware that there is a so-called professor.

9234. I will read from the Calendar: "The professor of Irish lectures on two days of the week in each term." These are miscellaneous lectures in arts. "The Professor of Sanscrit and Comparative Philology lectures in each term on Celtic Philology." Now, as well as I can ascertain, there is no examination in Celtic in Trinity College in any, at least, of the undergraduate courses. Am I right in that?—There are prize examinations.

9235. Mr. Justice MADDEN.—There are prizes given?—Yes.

9236. CHAIRMAN.—There are prizes given in Celtic?—Yes.

9237. That makes the case for Celtic a great deal stronger?—Yes.

9238. You are aware that in the Royal University Celtic runs all through the course?—Yes.

9239. Commencing with the matriculation examination and extending on to the examination for the M.A. degree?—Yes.

9240. As the cream of our Intermediate students finish their courses in either the Royal University or the University of Dublin, it would appear that we could not prepare them sufficiently for those examinations unless we had some examination in Irish?—No, you could not.

9241. Coming now to the number of marks that you think ought to be attributed to it. What number of marks do you think ought to be allowed for it?—I would unhesitatingly say between French and German and English; if French and German get 700 marks, and English 1,200, I would give Irish between 900 and 1,000, and that is the view of the Gaelic League.

9242. Have you formed any view as to the comparative value, as an educational subject, of Greek and Celtic. 1,200 are allowed for Greek?—I think that Celtic is more important than Greek in many ways to an Irishman, because he will have more opportunities of using it hereafter. Greek goes in one side and out of the other, because the interest in it finishes with the publication of the prize list, but it is not so with Irish.

9243. If you put it upon a par with Greek it would be entitled to 1,200 marks if our programme stands as at present?—It would.

9244. That brings me to a question that I want to ask you, as you have studied this subject deeply. Looking upon it simply as an educational subject, are you of opinion that it is of as great value as Greek?—I have not put it upon that par at all.

9245. You are the first witness that we have had as yet who is capable of giving us information upon these matters, and I would be glad to have your opinion, if you are capable of forming one. Do you understand the question that I asked?—You asked whether Irish is of as much educational importance as Greek.

9246. I am asking whether it is of as great value as Greek in your opinion. You have read out a great number of sentences there showing the great educational value of Irish, having regard to the antiquity of it, to the inflections in the language, to many peculiarities that you can find in Celtic languages which you cannot find in languages of more modern origin; I desire to know your view as to its value as an educational subject, just as Greek is?—My views are these, that for an Englishman, or an outsider, Greek, on account of the more perfect form of its literature, is of higher educational value than Irish; but to an Irishman, I consider Irish, because an Irishman responds more readily to it, to be of equal educational value, or very nearly so.

9247. Then you would place it at something less than Greek, and give it something more than French or German?—Exactly.

9248. Now, supposing that we did adopt your view and gave a higher amount of marks in it, do you think there ought to be any change in the programme in those subjects; should it be made more difficult in order more adequately to represent the number of marks we allotted to it?—We have asked for that; when the Gaelic League asked that Irish history should be studied along with the Irish language, we are making it more difficult, and that is one of the reasons we ask for a large increase of marks. At present Irish history is not taught at all, because the most valuable part of Irish history is that which does not touch upon English history at all.

9249. You mean in the history of the ante-Saxon times?—Yes. Irish history is not taught at all, except as it happens to come into English literature. We ask that it should be taken out of history and put under the head of Irish language.

9250. If that were done it would be equally weighted, having regard to the number of marks that was allotted to it?—I think so.

9251. I believe that during the examination of 1898 you found that there was a distinct improvement in the students in the Preparatory Grade?—Yes; which, I think, is owing to fresh books being placed on the course, and I hope that we will have some better ones in a very short time.

8252. Although there was a distinct improvement in the character of the answering of those students, still there was a falling off in numbers?—Yes.

9253. Would you attribute that to the lowering of the marks?—Yes, to the lowering of the marks.

9254. I observe that in your report, in reference to the Junior Grade, you say that there was an increase of proficiency in the Junior Grade, though not in so striking a degree as in the Preparatory Grade. You then mention this: "It is noticeable that not a single one of the students even attempted to take up Keating's difficult 'Three Shafts of Death,' all, without exception, preferring the less formidable alternative book"?—Yes.

9255. Do you not think it is rather a fault in a programme of courses that there should be alternative books, one of which is much more difficult than the other?—I may answer that. Keating's "Three Shafts of Death" was put upon the course, but, thanks to the greatly renewed interest taken in Irish, it was found that the large copy published by the Royal Academy was all bought up, and nobody expected that such a book would have been bought up for twenty years. When it was found out, the Commissioners of Education had to substitute another book for it, because we could not possibly have reprinted it in time.

9256. Then, there is no necessity at present, for our dealing with these alternative books, one being less difficult than the other?—No.

9257. Mr. Justice MADDEN.—As we all know, you have a very extensive acquaintance with Irish literature, and, therefore, I should like to call your attention to some evidence that has been given here. I refer to the evidence given by Dr. Mahaffy, to which you have already referred. In answer to the question, "In your opinion, viewing Irish as a living language, has it any educational value," he says, "None. I am corroborated by the experts in this book, one of whom finds fault with the text-books at present used, or one of them, on the ground that it is either silly or indecent. I am told by a much better authority than any of them in Irish that it is almost impossible to get hold of a text in Irish which is not religious, or which does not suffer from

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one or other of the objections referred to." Have you any observations to make upon that statement?—I have the observations of every one of these letters tearing that sentence to rags and flitters.

9258. That is a very strong statement. Do you understand that statement to refer to contemporary Irish literature, or to ancient Irish literature?—To ancient Irish literature.

9259. So I should infer. Before you enter upon the subject in detail, I would ask you this: Does your knowledge of ancient Irish literature bear out the statement that laying aside religious works, it is difficult to find a text that is not either silly or indecent?—Not at all; Miss Hull's book on "The Cuchullin Saga" absolutely proves that to anybody who can read English.

9260. Was your attention called to a report in to-day's paper of a lecture delivered by Mr. Gwynn?—No, I did not see it.

9261. There is a report of his lecture upon a poem, the title of which I must confess to you I cannot attempt to pronounce, and he recognises in it literary merit of a high character?—Yes.

CHAIRMAN.—That is the same Dr. Gwynn that advised that Celtic should be abolished.

9262. Mr. Justice MADDEN.—It is right to say that I have read his evidence, and it is evident that he does not refer to classical Celtic works. As in that ancient Celtic work he recognises literary merit of high character, I take it that it was neither silly nor indecent, and as it was a ballad, I conclude that it was not religious. Therefore, I think that Dr. Gwynn would, at all events, be able to lecture upon a text-book that was not religious, or either silly or indecent?—He might lecture on a hundred of them if he liked.

9263. It is right to Dr. Gwynn, I think, as this matter has been made public, to say that his objection is directed against the study of not ancient Celtic literature, but of modern. He says—"I suggest that Celtic, by which term modern Irish seems to be intended, should be struck off the lists of subjects"—for reasons which may or may not be sufficient—but it is right to point out that these observations are not directed against the study of classical Irish or ancient Irish?—I wrote to him about his evidence, and in his reply he expresses that fully. I am very sorry I did not bring his letter with me.

9264.—Is that the substance of his letter?—He said nothing against ancient Irish literature.

9265. So I understood, but he differs from you in his opinion, for the reasons he has given, as to the value of modern Irish?—I traverse his statement, because he does not know modern Irish, and he would be the first to admit it.

9266. I think it is also right to call attention to this, that the witness whose evidence I have read from states, referring here to Mr. Gwynn: "He" (that is, Mr. Gwynn) "states that twenty years' study of the language under the Intermediate system has, in fact, diminished the knowledge of Irish in this country, and that there is less knowledge of Irish at the present time than there was twenty years ago." I think that does not correctly represent what Mr. Gwynn says in his paper. What he says in his written evidence is: "As a matter of fact, after twenty years of Intermediate examinations in Celtic, the scientific knowledge of the language in this country stands lower than it did in the days of O'Donovan and of Hennessy." I gather that he means not that there is less general knowledge of Irish, but that there is not the same class of scientific Irish scholars as Hennessy, O'Donovan, or O'Curry?—It simply means that at present we have not an O'Donovan or a Hennessy or an O'Curry, but we have ten times as many smaller men.

9267. Would it occur to you that we could hardly hope to have in the future Hennessys, O'Donovans, or Whitley Stokes, unless the study of Irish was made, at all events, an optional subject in Intermediate schools?—It would be most difficult, and I would beg to say that Father Hickey, Father Henebry, and Mr. M'Neill, three of the best Irish scholars of modern Irish we have at the present day, are all products, I believe, of the Intermediate and of the Royal University.

9268. The study of Irish that you desire to have encouraged is of modern Irish?—Yes.

9269. CHAIRMAN.—Exclusively?—Oh, no.

9270. Mr. Justice MADDEN.—I want to get that quite clear. I want to understand what programme of Irish study you think ought to be encouraged in Intermediate schools; is it of modern Irish, but not of modern Irish exclusively?—Of modern Irish in the first two or three grades, as modern as you can make it, and go on to the classics afterwards.

9271. You value the study of modern Irish as leading up in the case of some students to a scientific study of the language?—Certainly.

9272. And in the case of very few, to the use of the language for philological purposes?—Yes.

9273. You think that the foundation should be an introduction to modern Irish as a living language?—It should be. Professor Zimmer has himself said so.

9274. Do not understand me as questioning that; I want to develop your views. Although you would begin with modern Irish, you do not intend to end there, or that students should end there?—No.

9275. You would enlist their interest in the study of Irish by introducing them to it as a spoken language?—Yes.

9276. In the hope that you might develop a race of Irish scholars such as I have mentioned, and, perhaps, here and there, a great philologist, who may use the language for philological purposes?—Yes.

9277. CHAIRMAN.—I see that in the course for the M.A. Degree examination of the Royal University, they first take up the philology in Celtic?—Yes.

9278. Mr. Justice MADDEN.—You read an interesting extract from a letter from Professor York Powell, in which he attaches importance to Celtic as a school subject. Do you understand him to refer to Celtic as a living language?—Yes, as a living language. He made that plain in a second letter.

9279. You were about to expand your answer to the question as regards Irish literature, by referring to text-books that could be used other than of the class which, it is suggested, are either silly or indecent. I stopped you, I think. Would you kindly expand your answer?—I should best expand it by reading an opinion I meant to give on literature, but I have got my papers so hopelessly mixed up.

9280. Perhaps you will put it in. If you would refer to the name of the authority, it would be sufficient to have it on the notes, and then the letter could be referred to?—I have it now. This is from Professor Zimmer: "As you see, then, I am not by any means placing myself in an attitude of blind admiration before the Irish literature of the Middle Ages. But I believe, on the other hand, after all I have said, that it is not necessary for me to lose many words over such criticism of Irish literature as Professor Mahaffy has delivered himself of. If Professor Mahaffy has really given it as his judgment that Irish literature, in its bulk, possesses only texts which are 'either religious or silly, or indecent,' then such a judgment is for everyone who is practically familiar with Irish literature, beneath any criticism. Its very lack of moderation condemns it. To desire to refute such an assertion, I would characterise as doing it undeserved honour. You will, perhaps, console yourself most easily over Professor Mahaffy's judgment when I relate to you how, something over 100 years ago, a much more remarkable man judged our German literature of the twelfth and fourteenth centuries." And then he tells the well-known story of Frederick the Great, saying that the Nibelungenlied was not worth a single charge of powder, and never deserved to be drawn out of the dust of oblivion.

9281. It is right, however, to point out that the witness seems to suppose that Professor Mahaffy is expressing his own opinion, but what Professor Mahaffy says is, that he quotes from an expert, whose opinion he evidently considers to be authoritative?—I think he might have named his expert.

9282. I think it is right to point out that Professor Mahaffy is not giving his individual opinion, but is giving the opinion of one whom he regards as an authority?—An anonymous opinion.

9283. Yes, an anonymous opinion. Now, apart from the literary value of the ancient Irish manuscripts, the state of society which they disclose, the existence of a tribal system in a very forward state of development up to a recent period of history, renders them very interesting to the students of institutions; is not that so?—Very interesting.

9284. You are acquainted, I have no doubt, with Sir Henry Maine's work on "Early History of Institutions"?—Yes; he gives nearly three-fourths of his book to that point.

9285. And one effect, no doubt, of the introduction of the study of Irish would be to excite some curiosity and interest in those early Irish institutions, and in early Irish history?—Certainly.

9286. There is rather a lack of interest in this country, is there not, in the early history of Ireland?—It runs all through Irish life.

9287. There is a very great interest taken on the Continent and in England by scholars in Irish history. Have you observed rather a lack of interest in Irish history?—I have observed, on the contrary, great interest in it.

9288. In Irish history?—Yes, and only in Ireland have I found a lack of interest in it.

9289. That is what I mean. I have observed, in conversing with foreign and English scholars, a much greater interest in the early history of Ireland than I have discovered even among well educated people in this country. Is your observation the same?—Certainly; every man's observation has been that, I think.

9290. Do you think that the optional introduction of the study of Irish might have a tendency to create a wider interest?—It would certainly have, and there is a passage in one of those letters—I think it is from Professor Zimmer, too—urging the study of Irish as an introduction to the history.

9291. Another question altogether is the degree of weight that should be attached to it as compared with other branches of study?—That is a far more difficult question.

9292. You recognise that that is a much more difficult question?—Far more difficult.

9293. But you think, at all events, that a sufficient amount of encouragement should be given to Irish as a subject of Intermediate study to attract those whose inclinations lead them that way?—That it should do much more than that. I think it should never be degraded below the rank of foreign languages as it is at present.

9294. O'Conor Don.—You have expressed your views so very clearly that I have very little to ask you. But just following up the last question of Mr. Justice Madden's, I suppose, in estimating the number of marks that we ought to give any subject, we should consider the comparative difficulty of the subject—the comparative difficulty of passing an examination in it?—Yes.

9295. Is it your opinion that the difficulty of getting up the Irish language and of passing an examination in it would be equal to, or greater than, the difficulty in regard to French or Latin?—Greater than in French, but perhaps about equal with German.

9296. About equal with German?—I think so, or even greater than German.

9297. And, consequently, putting aside altogether the question of the importance of the subject, if it was to be studied at all in an examination into which competition largely enters, it should get a number of marks that would be proportionate to the difficulty of getting it up?—Certainly.

9298. Now, it has been said in reply to that, that although the difficulty of getting up Irish may be about equal to, or greater than, some of these modern languages, yet the sort of examination that is set in it is of a very much lower character, or of an easier character, than the examination set in these modern languages?—I went carefully over the papers that were set in both languages, and I found that the Irish examination was quite as hard as the others. It is, perhaps, true that some of the English sentences set for translation into Irish had an easy look about them, but it is one thing to appear to be easy on the paper, and another thing to translate what is apparently very easy into Irish. A very easy question, or an apparently very easy question, may be set with a deep meaning behind it. "I fear that he will come, and I fear that he will not come," in French, is apparently a very easy thing, but it sticks seventy-five per cent. of the French students. I do not think that the Irish papers have been in any way easier than the French or German.

9299. You do not think, therefore, that they are of a character to tempt students to go in for Irish merely to obtain marks?—I do not; I do not think it is an easy subject.

9300. You admit that there is a certain amount of difficulty in setting examinations in Irish, owing to the want of books that would be suitable for the junior classes?—That is the one great difficulty, but we are getting over it; I expect that in a few years time we will have got entirely over it.

9301. That, up to the present, has been a great difficulty?—It has been a great difficulty.

9302. Because there are none that would be available to the great majority of students; they would be too costly to buy?—Yes. If Irish examination papers appear easier than French or German examination papers—though I do not think they do, but if they do, any disparity between them is amply compensated for by the difficulty of finding text-books to learn Irish out of—composition books and dictionaries; we have not got them at present.

9303. You have quoted from a number of authorities, and you are going to put in a number of letters from different very important educationalists in Europe upon the subject. Perhaps I might be allowed to read a letter from Professor Rhys, of Jesus College, Oxford. You are acquainted with Professor Rhys?—I am.

9304. I will just read the letter he has written, and merely ask whether you agree with it or not. He says, "I am very sorry to learn from Dr. Douglas Hyde that some educationalists, who know nothing about the Irish language and its literature, are trying to persuade your Commission to exclude both from Irish education. It would be a great pity that such subjects should be interdicted in Ireland itself, and thrown more than ever into the hands of the Germans. Irish is a highly inflected idiom, with an eminently logical syntax, which is likely to be heard a good deal of in the future in connection with the question which the early ethnology of the British Isles has to dispose of." Do you agree with that?—Entirely.

9305. He goes on to say: "It has a large literature, in which the foundations of a good deal that was developed into the romances of the Middle Ages are beginning to be recognised"?—Yes, perfectly true.

9306. "The difficulty, if there is any, would arise perhaps from the fewness of the texts which have hitherto been edited for school use; but I feel sure that once the subject is recognised by your Commission, able men will be found who will undertake to prepare handy books." Do you agree with that?—Entirely; I agree with that entirely.

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9307. Do you think that Irish receives proper attention in the universities at present?—I think in the Royal University it does.

9308. In Trinity College?—In Dublin University I think it does not. Indeed, as you have asked me about Dublin University——

9309. CHAIRMAN.—You belong to Dublin University yourself?—Yes.

9310. You are LL.D. of Dublin University?—It was my alma mater, and I should not like to say anything about it; but as that has been said, and as my old and beloved Provost is not present, I think I may say——

9311. Mr. Justice MADDEN.—He is necessarily engaged in Trinity College, where I shall be obliged to go presently, in connection with the conferring of degrees?—If Dr. Salmon was here I should not say it. Irish does not receive proper recognition in Trinity College. I do not know any more striking contrast in the history of human thought than the true literary instinct which, three years ago, urged 50,000 Irishmen in America to contribute a dollar apiece to the foundation of a Celtic chair in the university in Washington, and to choose out a suitable man and to send him to be educated on the Continent by the great Celticists of the Continent, in the hope that their labours might reflect credit on that far-off country of their birth, while all the time one of the richest colleges in their own land allows its so-called Irish professorship to be founded and paid for, not by a society for the cultivation of Celtic literature, but by a society for the conversion of Irish Papists to their own religion. I consider that Trinity College has not treated Irish fairly in that.

9312. Are you aware that the foundation of the professorship preceded by a great many years the renewed interest in the Celtic languages? Are you able to state that when the professorship was founded in Trinity College, any other university in the United Kingdom had taken up the subject?—I think that probably it was the first university in the kingdom to take it up.

9313. It was then the first university—no matter what the circumstances were—that took it up. It is right that this fact should be brought out?—Not the study of Celtic; the study of Irish.

9314. O'CONOR DON.—Upon that point, I was nearly omitting a question that I wanted to put to you. You suggest that the word "Celtic" should be dropped, and that "Irish" should be substituted?—I know that that cannot be done without an Act of Parliament.

9315. CHAIRMAN.—Indeed, it can, without any difficulty; it is only in the rules?—Then, of course, I wish it to be done.

9316. Mr. Justice MADDEN.—"Celtic" there means "Irish"?—"Celtic" is generic.

9317. "Celtic," as interpreted in our Act of Parliament, has been taken to mean "Irish"?—Yes.

9318. Then you suggest that we should simply say what we mean?—Yes.

9319. Dr. BARKLEY.—I only wish to ask with reference to the question of the number of marks given to Irish. Is it possible to give a course of Irish equally extensive and equally difficult with the courses in languages like French or German?—Is it possible to give an equally difficult paper, do you mean?

9320. Not merely the paper, but the course prescribed?—Yes. The course may be graduated, and will be much more easily graduated when we have the text-books.

9321. At present we have to deal with things as they are. We have had the difficulty about text-books, which has always stood in the way of the Irish examination being of the same standard as the examination in other languages?—I think the examinations are of the same standard.

9322. A few years ago my attention was drawn by a teacher to the circumstance that, in the translation from English into Irish, the papers gave the Irish words which corresponded to particular English words, not merely in the Preparatory or Junior Grade, where one might expect it, but in the Middle and Senior Grades?—I have never seen any of those papers.

9323. It is only a few years since?—It has not been done since I was examiner.

9324. I do not think it has been done within the last two or three years. But the explanation that was given at that time was the want of suitable dictionaries in Irish?—That is quite true, but there are three dictionaries on the stocks at present.

9325. CHAIRMAN.—Is there any Irish dictionary actually published?—Yes, but they are very expensive.

9326. I mean within the range of the students?—Scarcely within the Intermediate range.

9327. Dr. BARKLEY.—You spoke of the advantages of Irish to men who will spend their lives in this country. Is it not often the case that they cannot possibly tell where their lives are going to be spent?—Whether they can tell or not, they remain in Ireland—the majority of them.

9328. But great numbers of Irish people have gone to other countries, to America and Australia, and elsewhere—all over the world, in fact?—But not nearly so many as stay at home. Many, many hundreds know that they will never go to foreign countries.

9329. The utility of the language in Ireland itself would be mainly a utility in the parts of Ireland where Irish is a spoken language?—And the possibility of becoming a bi-linguist.

9330. CHAIRMAN.—And its educational value?—And its educational value.

9331. Dr. BARKLEY.—The question is between the educational value of Irish and the educational value of French or German?—I consider that the educational value of Irish is a great deal more than that of French or German, because it explains his own surroundings to an Irishman, and its utility I consider to be infinitely more than that of French or German. Perhaps you will allow me to say one or two words upon that. It has been urged against the study of Irish that the study of French or German is so much more practical; indeed, somebody said that even Italian and Spanish were more practical. I do not believe it at all. I know from experience in Dublin that the number of German corresponding clerks employed in Dublin would probably not be more than six or seven, and perhaps Belfast might employ double as many, and those are the only posts in which a knowledge of German would be likely to give you an advantage. And if you go to England, your knowledge of German is of no use to you, because they have German clerks who can correspond in half-a-dozen languages. So that the value of a knowledge of French and German has been enormously exaggerated. But with a knowledge of Irish there are a great number of posts. If a person knew Irish he could get on exceedingly well. It is necessary to mention that Irish is compulsory on all at Maynooth, and that all the shopkeepers and the people who reside over one-third of the country would be actually benefited by it, and a great number of inspectors of National schools have got their positions lately through their knowledge of Irish, which counts equal to English in that examination. Then, I know that several Poor Law Boards of Guardians, notably Galway and others, have passed resolutions quite recently that no doctor need apply to them unless he is able to speak the Irish language. Then there are several other appointments which I happen to know—for instance, the Royal Irish Academy

was for two years looking about for a Todd Professor before they could get him, and there was great difficulty in obtaining any one able to assist in the preparation of the Irish dictionary—they were not able to get them. There are professorships of Irish at present in the Royal University, and also in Maynooth, and St. John's College, Waterford; St. Mary's University College, Dublin; Loreto Abbey, Rathfarnham; there is a professorship of Celtic literature in Queen's College, Cork. The Gaelic League recently advertised for two organizers, and they were only able to secure one. At present there are quite a number of posts for persons who are competent Irish scholars. The Irish Agricultural Society, in trying to establish these co-operative banks, was obliged to call in and appoint a man who was able to speak Irish.

9332. We had originally professors of Irish in each of the three Queen's Colleges, but they came to an end, partly because no arrangements were made for teaching Irish, and partly because there was a doubt as to there being classes; but I know of an attempt made to get up an Irish class in Belfast, which was discouraged on the ground that it would be inconvenient for the professor to reside there. That was Dr. O'Donovan?—Even clerks in wholesale houses like Eason's and Gill's find it necessary to read Irish, because a great number of Irish periodicals pass through their hands, and they must be able to read the date of the periodical and the name of it.

9333. Of course, where Irish is a spoken language, it is of some importance to have a knowledge, and an accurate knowledge, of it?—But I wish to emphasize the actual utility of it as compared with the utility of French and German.

9334. Most Rev. Dr. WALSH.—There is just one point I should wish to bring out a little more plainly than we as yet have had it. You are aware that one of the objections made even to the position which Irish at present has in the Intermediate programme, is that the examinations in it are absurdly easy. You have heard that?—I have heard that statement.

9335. Now, I wish you to look at one of the examination papers—the Junior Grade paper for June, 1898. You will see that I have underlined a number of words there?—You have marked a number.

9336. The sentences given there for translation into Irish seem to be simplicity itself. The words I have underlined in each of them are "is" and "are," and the various parts of the verb "to be," one or other of which occurs in each sentence?—Quite so.

9337. I dare say that a person who knew nothing of Irish, looking at that paper, would say it was simply absurd to set such easy questions?—That is what I was trying to show.

9338. Yet I believe the verb "to be" is one of the special peculiarities of our language, and that one of the tremendous difficulties of a learner who has not command of Irish as a native language is to distinguish between those two forms of that simplest of simple verbs?—It is nearly impossible.

9339. So that it comes to this—that questions which seem even absurdly easy to a person unacquainted with the language, may really be questions of the very greatest difficulty?—That is what I wanted to bring out.

9340. And the people who, in their ignorance, pass judgment on these examination papers for their childishness, are simply betraying their own ignorance of even the elementary groundwork of the Irish language?—I think so.

9341. CHAIRMAN.—I want to ask you a practical question. There being a difficulty now in the Preparatory and Junior Grades in consequence of the want of text-books, and the Gaelic League being very much interested in this matter, supposing that instead of our giving one year's notice of the text-book to be used, we gave two years' notice of it, would it not be possible to bring out a moderately cheap edition?—Of the same text-book, do you mean?

9342. Of any text-book. If there is any difficulty in obtaining a text-book, and if there is any difficulty in obtaining a moderately cheap school dictionary (and there appear to be very great difficulties), I want to see how those difficulties can be obviated?—I should allow matters to take their course. Private people are doing their best. It is very expensive to publish Irish books, and I would not like to accept the responsibility of producing those text-books; but, as a matter of fact, many of us are producing such books.

9343. But we are obliged to recognise any difficulties there really are, and it seems to me to be an immense difficulty in the way of teaching Irish that there is no school dictionary procurable at a reasonable price?—There are three being at present made.

CHAIRMAN.—But I mean for a student that will be learning Irish next month.

9344. Most Rev. Dr. WALSH.—Unfortunately, we have no dictionary for school purposes, but are there not vocabularies put at the end of each of the text-books?—Vocabularies are put at the end of all the text-books used in the Intermediate course, or, in some cases, there is an English translation on the other side of the page. Many of them have vocabularies at the end.

9345. CHAIRMAN.—Part of the great educational value in learning a foreign language is that you cannot use a translation, or cannot use a vocabulary, but must work out in your dictionary what the words are; and the very difficulty in doing that is part of the educational exercise?—Though I call them vocabularies, they are really dictionaries—lexicons—giving every word used in the text.

9346. Most Rev. Dr. WALSH.—Following up the question I asked you just now, there is a point I should wish to call your attention to, as it bears upon that very question. You were our examiner, last year, in Irish, and I think this very difficulty is mentioned in your report, the difficulty experienced by candidates of distinguishing between the two forms of the verb "to be"?—Exactly.

9347. From your experience as an examiner—not merely from your general knowledge of the language—you have found that to be a serious difficulty with the candidates?—A great difficulty.

9348. Here are the words of your official report:—"There was a distressing inability to distinguish between the use of '*ta*' and '*is*.' These are the two forms in question. That is what you found in the Preparatory Grade. Now, turning to the next grade, you see the passages I have marked in the examination paper for the Junior Grade?—Yes, I see the same question again.

9349. And here is your report on the answers:—"There was a good deal of the same inability to distinguish between the use of '*is*' and '*ta*,' that marked the Preparatory Grade; and scores of students wrote such sentences as '*tá fear maith é*,' or '*is bó ann san bpáire*.'" All of which goes to show that there is a much greater amount of difficulty in the examination papers than people who know nothing of Irish are capable of recognising?—Certainly.

9350. I believe an interesting little treatise on this one point alone has been published by Father O'Leary?—On that point alone.

The witness withdrew.

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Very Rev. H. Boyle.

Very Rev. H. BOYLE, P.P., Randalstown, and formerly Manager, St. Malachy's College, Belfast, examined.

9351. CHAIRMAN.—You are manager of St. Malachy's College, Belfast?—I was manager.

9352. I believe your experience extended over sixteen years?—Yes.

9353. You say that you are in agreement with the statement that has been forwarded by the Roman Catholic headmasters though on the question of inspection you did not vote? That is so.

9354. One of those resolutions, proposed by Rev. A. Murphy, and seconded by the Rev. J. Daly, was that, in the opinion of the meeting, it would be desirable to combine inspection with a more limited competition than takes place under the existing system?—Yes.

9355. And have you formed an opinion upon the expediency of having inspection?—Well, I am inclined to think that, with regard to the expediency of having inspection, the Commissioners themselves should possibly be in the best position to judge.

9356. Therefore, you do not wish to give an opinion upon the subject. I do not want to press you?—I am not afraid of being pressed in the matter. There can be no doubt, of course, that if the Commissioners see that, owing to the inducements held out in the matter of education, abuses have crept in in the matter of boys being overworked, it will be their duty then to have inspection.

9357. You have had experience of the examination papers?—Yes.

9358. Are you of opinion that they are too difficult?—Yes; except, perhaps, in the classics. In Greek and Latin, I do not think the papers are too difficult.

9359. In other subjects you think they are?—I should think so, notably sometimes in the arithmetic paper, and in the Euclid paper; in fact, sometimes in Euclid even, if the boy knew the questions well, he would have no time to write them out, the paper is so long.

9360. Are you of opinion that it would be desirable to have separate pass and competition papers, or, at least, different sets of questions?—Yes, provided that you keep up the present system of competition for exhibitions.

9361. Yes. Have you considered whether it would be more satisfactory to have two separate papers, the student electing, say, in the month of May, which paper he would take, or that he should get both papers?—Well, in the Senior Grade I do not think I should approve of such a system at all.

9362. Which system?—In the Senior Grade I would not have any change; I think one paper should be enough for the Senior Grade. In the Preparatory Grade I think it would not be unfair to have separate papers.

9363. And to give the students a choice beforehand, to be exercised with the approval of their master?—Yes.

9364. You know the May declaration—the declaration that is sent in about the end of May—that the student has pursued a course of study in Ireland?—Yes.

9365. I suppose you think the election could take place by that time?—Very easily, I should think.

9366. You are of opinion that the over-age limit should be two years?—Personally, I would make it even longer than that.

9367. But, at least, it should be two years. Do you think the same fees ought to be paid in respect of over-age students as in respect of students within the prescribed age?—Certainly; I think there is generally as much trouble in teaching them.

9368. I should say more trouble. You think the number of exhibitions in the Junior Grade should be increased, and those in the Middle Grade also?—I should say with regard to that resolution, it was proposed, perhaps, somewhat hastily; we were standing at the time, just before going out; it was more or less sprung upon us, and I do not like to bind myself to that.

9369. What do you say about the study of natural science?—If you distinguish between what is educational and what is useful, I do not know that I would put the study of natural science very high as an educational factor. It would turn out useful to a number of boys in after life, of course.

9370. Then, you do not think it is desirable that more attention should be given to the study of natural science, and medals given in that subject?—I would agree with that in the same way as I said before.

9371. But do you agree in it?—Oh, yes.

9372. I entirely agree with you that, as far as possible, we should have teachers for superintendents?—Certainly.

9373. Is there anything else you wish to add?—Yes, there are some few observations I wish to make. First, with regard to drawing, I should think that drawing might be taken up as a subject outside, as it were, the 6,000 marks, whilst the scoring obtained in that subject would not be allowed to count towards an exhibition or a prize, but that the teacher should have results fees—that is to say, if a student has taken up already subjects carrying 6,000 marks, it would be only a fair encouragement to allow that student to take up drawing in addition, provided that the marks would not count towards an exhibition or a prize, because drawing is more or less a recreation, and not so necessary to be included in the course as, say French or Italian, or anything of that kind.

9374. And do you think the marks should not count in competition?—Yes; that is, provided they were outside the 6,000 limit. Supposing they made it up to the 6,000 limit, I do not see why they should not count. In the Preparatory Grade I would be very much of opinion that it would be better, perhaps, if the Commissioners saw what would be the average percentage of boys who would go down, say, to the middle of first-class prizes—to fix that as the standard, and to give those prizes according to that—not have it go by one in ten, or under competition at all. Do I make myself clear?

9375. As to the number of prizes in the Preparatory Grade?—I would have a fixed standard, as it were.

9376. Most Rev. Dr. WALSH.—A standard of excellence?—A standard of excellence, taking that standard according to past experience as to how high boys generally scored.

9377. CHAIRMAN.—A percentage of, say, sixty, sixty-five, or seventy per cent.?—Probably much lower.

9378. Every boy who got above that would get an exhibition?—Well, a certain amount.

9380. But nothing like £20?—Nothing like £20.

9381. Are you in favour of those £20 exhibitions in the Preparatory Grade?—I am not.

9382. You would abolish them, and instead of them you would give a larger number of smaller prizes?—A larger number of smaller prizes; and also in the Preparatory Grade (the first year of the course), I fancy the system formerly taken up might be again resorted to, and that a proviso should be put in that students going in for this grade should only take up one foreign language. I think it is absurd that boys of 14 should take up Greek, Latin, and French in one year. I think only one foreign language should be allowed to be taken up—probably Latin.

9383. Practically, that would come to having three separate courses for boys under 16—First Year Preparatory, Second Year Preparatory, and Junior. I do not object to it at all; on the contrary, I am in favour of it?—Oh, very well.

9384. I am rather against allowing a student to go in for the same grade for two years; I would prefer that there were less difference between the courses, and have separate courses for each year?—Yes. With regard to the Middle Grade Greek text-books, I think there

separate courses for each year?—Yes. With regard to the Middle Grade Greek text-books, I think there is far too much variation and difficulty. For example, this year, the Greek text-book, I think, is Plato's "Phædo." In order that a boy should make much out of that, he would need to have gone through a course of metaphysics. Another year you take instruction in Xenophon.

9385. You do not object to that?—I do not precisely object to either one or the other, but a standard should be fixed in it as near as possible. I made a suggestion in the Answers to Queries, but I do not know exactly how it might be carried out—that is to say, that the system of marking a paper in English might be so modified that if a student passed in part, the management would be entitled to results in other subjects. The reason I had for that was that I think the manner in which the essay is put is rather unfair—that is to say, I think it is hardly fair to a boy under 16 to ask him to sit down and write an essay on "War," or "A Walk on a Summer's Evening," or things of that sort; I think, in addition to that sort of landmark, some indication should be given of the line on which he should proceed—he should have the facts brought before him upon which he is asked to write.

9386. They tell me there is some difficulty about doing that; I would have thought it very easy, but I am told by people with expert knowledge that it is very difficult to set an essay in that way. How would you do it?—I should have to think a little before answering that question.

9387. You would want to supply ideas to the boy, so that all he would have to do would be to put those applied ideas into proper language?—If he was asked, for instance, to write an essay upon an evening walk, he might have suggested to him the ideas of mountains, rivers, trees—something of that sort—anything for the boy to write about, so that his essay would not need to be altogether a work of imagination, such as would be produced by a first-class essayist. Then, with regard to the English paper in the examinations, and the text-book, I think there should be a great many more questions in analysis work. These text-books that are prescribed are books that have commended themselves to grown-up men and women, and it is hardly fair to expect an appreciation of these from boys of 16. Then, I think, moreover, sometimes an analysis of a sentence might be given, and the student asked to build up the sentence afterwards. That would, I think, secure his having a mastery of the languages, provided the analysis were properly mixed up—jumbled as it were. With regard to the teaching of Latin, it would be interesting if one could know the Latin composition in the earliest ages of the Intermediate. In regard to the study of Latin, I am inclined to think a student would learn the language better if he were kept for two or three years to one author. However, that is a matter one need not say anything about, the reason being that, if you were teaching a Frenchman English, you would not jump him round from Addison and Goldsmith to Ruskin and Carlyle, Browning and Gladstone, in three years; when you had made him quite familiar with Goldsmith he would have less difficulty afterwards in mastering English.

9388. You would keep the same book longer in the course?—I would keep the same author longer in the course, decidedly; yes, I think so; I think it would be better for the boy.

9389. You think there are too frequent changes now?—Too frequent changes, yes; I suppose it would come to that. If a boy read the six books of Cæsar only in three years, he would be better prepared to take those other authors than if he read a small portion of several authors.

9390. Do you think our courses are too short?—I think your courses are too long. The Latin and Greek are, in my opinion, quite too long, because the generality of students cannot get over the course without the assistance of translations. It is quite easy to examine the boys in a much shorter course. In the Euclid paper, I think some hints might be given now and then with the cuts—I think you would know more what was the boy's skill in Euclid if he got a little assistance in that way.

9391. I do not quite understand. Surely you give a boy a cut in order that he may exercise his ingenuity upon something he has not known before. You know we allow fifty per cent.—that is one-half—for the mere propositions of Euclid?—But there are all kinds of ability you might test by the cut; the originality of the student in the art of construction might suit, and afterwards the working of this, giving him the construction to see how he would apply the data you give him.

9392. Supposing you give a cut in that way?—What he might call the construction, the finding of it out, is, perhaps, the hardest. A little assistance in that way would not do any harm.

9393. It would cease to be a cut at all?—Not by any means, any more than if you give a student the construction of a proposition and ask him to prove it. An examiner would not be satisfied if a student presents merely the construction of a proposition.

9394. I see—give him a particular construction, which would amount to a cut, and ask him to prove that. Do they not give questions of that sort?—I do not think they give any assistance of that sort. I think that is all I have to say.

9395. O'Conor Don.—I do not know, as I was out of the room when you began your examination, whether you have given any opinion upon the question of inspection?—Well, what I was inclined to say about inspection was that, if you were satisfied that there were abuses, then, I suppose, there would be nothing for it but to have inspection.

9396. But you would not propose to have the payments dependent upon the inspection, either solely or entirely?—Well, if the manager of a school was abusing his position as manager, and taking too much out of the boys, I do not see why such manager should be paid.

9397. But that would be rather as a corrective to the payment by results?—Rather as a check, yes.

9398. It would not be the substitution of payment by inspection for payment on results of examination?—It would not.

9399. Are you in favour, then, of continuing the system of paying the results upon examination?—On the whole, I am.

9400. You are?—Yes.

9401. You consider the classical courses are too long now?—Too long for boys generally; not at all too long for the leading boys in the grade.

9402. I presume you would not approve of having the pieces set at the examination entirely taken out from what are called unseen passages?—Entirely?

9403. Entirely. It has been suggested here that instead of giving for translation pieces out of particular books, what ought to be set to the boys would be pieces taken out of works somewhat similar to the class to which they belong, but which the boys have not particularly studied?—That proposal is altogether new to me. I would rather say nothing about it. I should want to have time to think over the pros. and cons.

9404. It has also been suggested that our course is entirely too short—that we ought to have a great many more authors prescribed. You do not agree in that?—By no means.

9405. Is not the danger of having a very short course this—that the boys have to get it up almost by heart to learn it so minutely for the examination, that it amounts to all memory work?—I think it is

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quite easy, even in a short course, for an examiner to frame his questions so as to guard against cramming.

9406. Even in a short course?—Even in a short course, yes.

9407. But has not a short course the tendency of making the teachers try to get the students to learn it all by heart—every bit of it by heart?—I suppose it has; that cannot be denied.

9408. Surely you do not think that is a good thing?—That part of it may not be good; but, on the other hand, the teacher is able with a short course to let the students understand the construction of Latin, I think, better if he takes a short course than if he has to hurry over a long course. When a student mistranslates a passage now, a teacher has not much time to show the student how he went astray and what led him astray; he will satisfy himself with pointing out what is the correct translation, whereas I think genuine teaching should go a little bit further than that.

9409. Have you expressed any opinion upon the question of having separate honour and pass papers?—If the present competition is to be kept up, I think there should be separate papers.

9410. Separate papers?—Yes.

9411. And not separate questions upon the same paper?—Well, that is a matter I suppose of convenience more than anything else.

9412. You would not find any difficulty in your college arising from our having separate papers, in the way that it might compel you to have different classes of teaching in the college?—I think that by the month of May the teachers should be fairly certain on the whole what boys were fit to take one paper and what the other, though, no doubt, to that extent it is objectionable.

9413. You think that under that system they could be taught together in the same class without difficulty?—Well, I think, nowadays, in nearly all schools there is a distinction in classes practically.

9414. What do you mean by a distinction in classes?—Well, say the Junior Grade class consists of 36 boys; if that class were broken in two, it would be much more convenient to put the clever boys in one class and the slow ones in another; and that is what I think is generally done.

9415. Rev. Dr. TODD MARTIN.—Would you be in favour of distributing the results fees on inspection alone without a general written examination?—Oh, no; I think not.

9416. You would not be in favour of that?—No.

9417. You think a general written examination might be so conducted as to fairly estimate the work of the schools for the purpose of giving results fees?—Well, as far as the knowledge the boys presented for examination would be concerned, I suppose you would test their knowledge better by a written examination than by *viva voce*.

9418. Have you felt that the present level of the examinations has led to undue pressure in your school?—I have not.

9419. The boys are fairly able to do their work in the time?—Yes.

9420. You, however, I suppose, would regard the present pass examination as too difficult?—The present pass examination I regard as too difficult; yes.

9421. You think it would be better to reduce the difficulty of the pass?—Yes.

9422. And, I suppose, it is with that view that you would distinguish between the pass and honour papers?—Yes.

9423. You have not thought, have you, of this difficulty in regard to candidates for exhibitions? Suppose we continue to give the exhibitions as at present on the aggregate of marks, would a boy who takes simply the pass paper, and who is rather better than a pass student, not be disadvantaged on a compulsory subject if he cannot take the honour paper and must take the pass?—I should think such a student would be disadvantaged; but the injury, if I may put it so, to Intermediate education arising from such errors or mistakes would be much less than at present.

9424. You think that, having to deal with difficulties, the present system presents greater difficulties?—Yes, and is more objectionable.

9425. Looking at it from the point of view of an educationist, do you think that written examinations are of great advantage to schools? Could you do without written examinations?—Could we do without written examinations?

9426. Suppose you take the work of a school, and not think of this Board at all, you would introduce written examinations as a matter of course, would you not?—I should think so.

9427. You would do it for educational purposes?—For educational purposes.

9428. And if an examination is set for a number of schools, need the educational advantage be less because a paper is set for a number of schools, and not for one individual school?—Certainly not.

9429. Have you found in your teaching, and in your oversight of the school, that you were unduly hampered by the examination in the methods of teaching you adopted?—Not in the subjects in which I was engaged myself, but I have heard often enough complaints from other teachers.

9430. In what respect were they hampered?—In the first place, in the English programme, they thought the text-books were too long. Also I heard some complaints with regard to text-books in Latin and Greek; that they were rather long for the average boy. Then, also, I have heard complaints with regard to the nature of the questions set in the French papers. They ask rather much, I suppose, of what may be called the minutiæ—the little peculiarities of the language—questions that an ordinary educated man in English could not answer right off.

9431. These were the sort of embarrassments that met the teacher in following out our programme?—Yes.

9432. And interfered with the modes of teaching that were adopted—it tended, at least, to lead him to teach in a manner he would not voluntarily have adopted?—Oh, yes, I should think that is so.

9433. Do you consider those difficulties have been very important, from your own observation?—Yes, they have—the length of the text-books, and the kind of questions set.

9434. And if the set course was not so long, and if that class of questions were avoided, there would be no undue interference, you think, with the methods of teaching in the schools?—I think not.

9435. Dr. BARKLEY.—I see that you advise the addition of oral examinations to written examinations?—In the Preparatory Grade.

9436. Is that with reference to the Preparatory Grade only?—Yes.

9437. Has it reference to any particular subjects, or to the whole course?—As well as I remember what I said was, that it is hard to test accurately the teaching of boys under fourteen by a purely written examination. For example, a child goes a little off the track in answering a question; if the inspector is there just to steer him a little, he will see that the boy knows more about the subject than his written examination paper would give you to understand.

9438. Most Rev. Dr. WALSH.—Which grade are you speaking of?—The Preparatory Grade.

9439. Dr. BARKLEY.—You are, no doubt, aware that one great difficulty of introducing an oral examination is the great number of students to be examined and the great number of different centres, so that if there was an oral examination, there might be very different standards adopted in different places?—Of course, as far as that is concerned, that would be for the Commissioners to try and work things as level as possible, I suppose.

9440. But if you have to deal with something like 300 centres, it may be difficult to arrange an oral examination in each, especially if the oral had to be in a number of different subjects?—It would; there is no doubt of it.

9441. The only other thing I wish to ask you about is an advertisement that was published by your school proposing to give credit against the courses of education for the subsequent year for a part of the results fees earned by boys who have been at your school. The advertisement contemplated boys being already at your school and remaining for at least a year after the examination. I presume there must have been some reason for proposing to give away a part of the results fees in that way?—Of course. The reason was, I think, to lessen the cost of education generally; and, secondly, to compete with what attractions may be offered from elsewhere.

9442. What sort of attractions from elsewhere have you to compete with?—I cannot say that we have had very much to complain of in that respect at our college. I suppose you are referring now to inducements offered by other colleges to promising students. I only had one case of that in my time.

9443. Did you find that it was necessary, in order to induce boys to remain for a further period, to offer some inducement of that sort?—Well, it helped to let parents understand that the difficulty of carrying their boys' education further would not be so great.

Dr. BARKLEY.—And you found the results fees paid large enough to provide for the wants of your school, and also to enable you to give away part in that way?——

9444. CHAIRMAN.—You gave credit as against what otherwise would be the cost?—I suppose the one would counterbalance the other, more or less; but I never was much concerned with the financial working of the college.

9445. Most Rev. Dr. WALSH.—Is it your view that in the Preparatory Grade there should be both oral and written examinations, or that there should be only oral?—Both oral and written—written by preference.

9446. I thought you made some suggestion about introducing oral examinations into the Preparatory Grade?—Yes.

9447. Do you think that it is more desirable to have oral examinations in the Preparatory Grade than in the other grades, the higher ones—that there is a greater need for having them?—I think there is, as far as the question would be concerned with finding out what the students knew.

9448. I observe that in the first report of the Central Welsh Intermediate Board, published last year, it is stated that "they have arranged" (that is, the Board has arranged) "that approximately the lower parts of the schools shall be examined orally only, and that oral and practical examination shall be held throughout the schools in certain subjects." You would not go as far as that, I understand?—Are those primary schools?

9449. No; Intermediate schools?—The question would be largely one of convenience, how such a thing could be managed best.

9450. Put that out of your mind for the moment, and let us suppose we are looking at it merely in the interests of education?—And then the question of competition would be altogether set on one side.

9451. A great many persons have suggested that there should be no competition in the Preparatory Grade?—If there were no competition in the Preparatory Grade, I think that orally you would know better how the students were getting on than by a written examination.

9452. Then, as to another matter about oral and practical examinations in other grades than the Preparatory—the higher grades. You said something about masters of schools abusing their position?—Yes.

9453. If anything of that kind was going on, it might make it specially desirable to have inspection and oral examination. What do you mean by abusing their position?—In the first place, the master starts the pupil at work at nine o'clock in the morning, runs him on to three without a break, calls him up again about half-past four, and keeps him working then until nine; I think that is abusing his position.

9454. That would be in the case of the boarding schools?—It need not be confined to boarding schools.

9455. You said if he "called him up again." Now, take the case of a day school. Suppose the boys were kept for a fairly long school day, let home for dinner (possibly a hurried dinner), and gathered back to school again for a number of hours' work in the evening, do you think that would be a case of the master abusing his position?—Certainly.

9456. Have you any reason to think that anything of that sort goes on?—All I can say is, I have been told it does.

9457. But you do not know?—I cannot say from personal knowledge that it does.

9458. You suggested that drawing might be allowed to be taken up as an extra subject—that is, over and above the maximum number of marks allowed?—Yes.

9459. Would you apply the same principle to other subjects—music, for instance?—I think so.

9460. But not to the ordinary school subjects—those that require application to books. That might lead to overwork?—Yes, that might lead to overwork,

9461. You make this suggestion only in reference to such subjects as drawing?—Drawing is not looked at as a toil generally by boys, especially freehand.

9462. It might be even useful as a sort of recreation—at all events, it would be a change of work?—Certainly.

9463. Do you consider that in reference, say, to modern languages an oral test might be desirable?—That all depends upon what is the end proposed in the study of the language. So far as the educational value of the thing is concerned, I do not suppose the correct pronunciation would be a matter of much importance.

9464. The correct pronunciation; well let us take the pronunciation at all?—Or the pronunciation at all.

9465. But do you really think it is desirable for the State, or a body representing the State, to give the same reward for a knowledge of a modern language, in cases where that language is taught without any reference whatever to pronunciation, as in cases where there is a fair and reasonable attempt made to teach pronunciation as well as everything else?—Undoubtedly those who try to teach correct pronunciation should be more rewarded.

9466. But in our present system there is no means of doing that?—That, I suppose, could not be determined without inspection.

9467. Without some sort of inspection. So far for modern languages. Now, in reference to the classics—the Latin and Greek courses. How do you think the system works? Do you quite approve of the selection of books made from year to year in Latin and Greek?—I think the Middle Grade Greek this year was quite too difficult—at least, Plato's "Phædo" is quite too difficult a book for those students.

9468. I am not speaking merely of what is easy or difficult. Let me tell you what I have done here. I have taken the programmes, beginning with the year 1898 and going back six years, which I suppose would cover an ordinary schoolboy's course in connection with the Intermediate?—Yes.

9469. How many books of Virgil do you think a boy ought to have to read during a six years' course?—During a six year's course I think he ought to read at least four books of Virgil.

9470. Very good. Well, as far as I can make out, the boy that got the gold medal in classics last year need have read only one book of Virgil, and that is Book V. Now, suppose a boy was to read only one book of Virgil, do you think it would be a proper thing to plant him down in the middle of a great classical work like the Æneid, at Book V., knowing nothing whatever of Books I., II., and III., which

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may be regarded as the real foundation for the rest. Do you think such a boy could have any appreciation whatever of Virgil?—Well, as a rule, I do not think boys have much appreciation of the classics they first read. Generally speaking, they regard it as so much work to be done, and to be got through as soon as possible.

9471. But we should not make it impossible for them to appreciate a great classical author. Supposing you were free to treat classics in your own way; if you had a boy in your school for six years, would you ever think of drawing up a programme for him containing only one book of Virgil, starting him at the fifth?—Certainly not.

9472. Supposing the officials drawing up this programme were practically obliged by the constraints imposed by our system of examination to draw up such a course, would you think that a serious interference with the discretion of the schoolmaster?—As far as the boys' education might be promoted, I do not think it would be a serious interference.

9473. To have only one book of Virgil in six years, and that the Fifth?—I think the boy could be as well trained beginning with the Fifth Book—his mind could be as well developed—as if he began with the Third.

9474. I know that in my time as a school boy no one ever thought of beginning anywhere but with the first. Taking this course of ours as we have it do you really think that in all school history there is any case of a schoolmaster who had a free hand arranging his programme in such a way?—No, I do not suppose anybody would; it would be an eccentric arrangement unless there was some reason for going in for it.

9475. As regards Cicero, how much do you think should be read in a six years' course of classics; as far as I can make out, they would have read "De Senectute" and nothing else?—After six years?

9476. In the whole six years' course?—That is rather surprising.

9477. I may possibly be wrong; I can only tell you that in going carefully through the programme I find nothing more than that in it. How much of Homer do you think they would read?—Well, if only one book of Virgil, it may be, possibly, one book of Homer, or possibly no Homer whatever.

9478. All I can find is one book, the 22nd. You surely do not think these are courses which would be drawn up by schoolmasters working on their own knowledge of what ought to be taught in their schools?—Certainly not.

The witness withdrew.

Mr. James Comerton, B.A.

Mr. JAMES COMERTON, B.A., President, Association of Intermediate and University Teachers, examined.

9479. CHAIRMAN.—You are President of the Association of Intermediate and University Teachers?—Yes.

9480. You have been ten years master of mathematics and physical science in the Christian Brothers' College in Cork?—Yes.

9481. And six years master of mathematics and science in the Franciscan Capuchin College in Rochestown?—Yes.

9482. Your Association has sent in answers to our queries?—Yes.

9483. And those answers have been printed, and you may assume that they are before us, that we are quite aware of them and will consider them?—Yes.

9484. We have received a letter from your Association saying that "Mr. James Comerton, our President, has been selected by the Executive Committee for the purpose of giving evidence;" and you have also received a letter asking the particular points to which the Association desire you should give evidence?—Yes.

9485. You first refer generally to a number of matters in these words—"As very many of our suggestions have been advocated by previous witnesses, and seem to find favour with the general body of educationists, I have not thought it necessary to make special reference to many to which we attach considerable importance, as, for example, the establishment of an independent commercial or modern course, the abolition of competition in the Preparatory Grade, the establishment of special prizes for excellence in mathematical and science subjects, and various changes in the prescribed courses in the classical and modern languages." All those matters are dealt with in detail in the answers sent in by the Association?—Yes.

9486. Now we will come to the particular matters as to which you wish to be examined. "In addition to general evidence in favour of our recommendations, I desire to give evidence upon the reasons why the present method of publishing the results should be abandoned and as to the alternative method advocated"?—Before coming to that I would like to make a few remarks on the general question. I have put that down as the first of the reasons I will bring forward on that paper; that will be in addition to the general reasons for the recommendations; and if there is no objection I will take up a few points of general evidence first. In the first place we wish to bear testimony to the good done to the country by the Intermediate Education Act in calling into existence a large number of new schools in places where none had previously existed, and in a few cases assisting poor students by giving them an opportunity of attaining positions which they could not otherwise have attained. These advantages, however, we consider have been attended by one very serious disadvantage, and that is that the education has been carried on at a very high pressure, and we consider this over-pressure in educational matters one of the most serious evils in the system as administered at present. As an instance of the over-pressure, I might say that at the present time no boy has any chance of becoming prominently successful in the Intermediate competition unless he works at least ten hours a day. I know of cases in which students have worked more than ten hours a day. When I speak of ten hours a day, I refer to five hours' school work followed by five hours' home work. In many cases the school work is more than five hours, especially in the months immediately preceding the examination; and I think it is a common experience that during these months—say from Easter up till June, school work extends from nine in the morning till five in the afternoon, with possibly one single break of half an hour. This over-pressure, then, we consider has been directed in a wrong direction from an educational point of view. We do not consider that the general body of students have derived the best advantage from the educational course that they have followed—that in fact the same zeal might have been infused into the Irish students no matter what the course prescribed by the Board, as the goal of their efforts was only the attaining of the large money prizes that were offered to them. Another drawback that we consider has resulted from the working of the Intermediate Education Act is that it has diminished very largely the chances of a large number of Irish students of succeeding in the lower grades of the Civil Service competitions. The figures were quoted by Lord O'Hagan, when the Irish Intermediate Bill was before Parliament, that Irish students were carrying off at that time 56 per cent. of the Excise and Customs appointments. I have gone through the list for the past few years, and I find that the percentage scarcely averages more than 15 per cent. at the present time, and I think that is to be largely attributed to the

fact that in a number of cases students who previously followed an extended National School course, and took up the additional subjects that were suitable for competition in the lower grades of the Civil Service, have been diverted by the Intermediate into a grammar school course, in which such subjects as handwriting, geography, and history are comparatively neglected. I would say with reference to handwriting that it is more than comparatively neglected, that in a great many cases the specimens of handwriting furnished by the Intermediate boy would be very good samples of copying manuscript exercises for a Civil Service competition. To try and meet these difficulties we have recommended the division of the whole of the system of examinations into two parts—that is to say, one which we call a commercial or modern course, and the other a professional course. This scheme has of course been advocated by a number of witnesses already.

9487. But we require as much evidence as we can get, because we have a number of witnesses against it; so we would like to have the full benefit of your experience?—We have very strong opinions upon the advisability of dividing the course into two parts—that it would be necessary to have one portion—you may call it either the commercial or the modern, just as you wish, but that course should be directed to meet the requirements of the very large body of students who do not intend to go in for professions. At present we consider that the course is rather a direct preparation for a professional career than for any of the more common—and I would also say more useful—employments of the country.

9488. Have you considered what that course should be in a general way?—We have recommended that on the modern side the course should be based essentially on a sound knowledge of English. We would add to that a knowledge of the practical side of mathematics and a wide range of arithmetic. We would join on then a course of the higher branches of mathematics, including a knowledge of geometry, trigonometry, and mensuration. We would put into that course a knowledge of the metric system, which we consider very advisable for all students going in on the commercial or modern side. Then we would have one modern language at least. We leave Latin down as an optional subject, and exclude Greek altogether.

9489. What about natural science?—Natural science we propose to make compulsory.

9490. I think you were about to say when—at what stage—you suggested there should be that division of courses?—On that point our Association did not come to any definite conclusion. A large number were in favour of letting the division begin at the Junior Grade, and a large number thought it should begin at the Preparatory. My personal impression is that it would be better to start from the very beginning, and to draw up two distinct courses, beginning at the Preparatory Grade.

9491. You are aware of the decline of natural science of latter years in our system?—Yes.

9492. Do you attribute that to its being omitted from the Preparatory Grade?—Yes; it is one of the special points which I will take up later on.

9493. Now will you please proceed with your general remarks?—I am now prepared to take up these special points.

9494. Take them up one by one in your own order?—The first is this: We have advocated that the present method of publishing the results should be abandoned. Perhaps the best way of meeting that would be to take up the arguments advanced against it. It has been urged in favour of continuing the present method that it is necessary to afford a stimulus to the students to pursue an Intermediate course. With reference to that objection of course we take up the position that the stimulus at present is altogether too strong, and that it would be advisable to take steps which would tend to weaken that stimulus; and if the cessation of the publication of the results would have that effect, then we think it would be a highly desirable end attained.

9495. Do you think that to a certain extent it would weaken the stimulus?—Certainly. I have not the slightest doubt of it. It has been urged then in favour of continuing the present system of publishing the results that even if you abandon it the newspapers will continue to publish them. I do not think that is an objection that will be found to work out. I have made inquiries, and I have it directly from at least one editor in Dublin that they would be delighted if they got any opportunity of refraining from the annual publication of the results.

9496. I do not see how they could publish these articles if the names of the students and the names of the schools were not given?—But it was suggested that these lists would be supplied to them privately by the schools interested, and that they would publish them.

9497. But each school could only supply its own list?—Certainly.

9498. And therefore they would be obliged to get lists from three or four hundred different schools before they could make the analysis which they now make in less than twenty-four hours?—Of course that is only bearing out our contention. We contend that the reason advanced why you should continue publishing the results—viz., that the newspapers would publish them in spite of you, is unsound. We contend that there is no force in that argument at all.

9499. You were going on to say what an editor mentioned to you?—A Dublin editor told me that so far as he knew (and he would personally speak for himself) the editors of newspapers would be delighted to have any excuse at all for refraining from disarranging the whole of the work of their offices for one night in the year—that this necessitated an extra staff of clerks to make up the epitome of the results generally published the day after your book came out.

9500. They would not object to getting the results from each of the schools as an advertisement, as we sometimes see such advertisements in the London *Times*, but there could not be that analysis which they give now?—No, there would not.

9501. The next argument against it was the information it affords to other schoolmasters?—Are you wanting to ask me a question in reference to that?

9502. Do you wish to say anything in reference to that argument?—The next argument I have against publishing the results in the present form is, that I believe the publication has unduly encouraged the grammar school course to the detriment of the modern and scientific course. The reason for that is that in the eager rush for high places, and to secure a high place in the newspaper list, school managers have been forced to take up the subjects that will pay best as mark gainers, and this has been to a great extent responsible for the decline in the teaching of science. It is notorious that even with brilliant boys the same time devoted to the study of mathematics and languages respectively will result, under the present system, in the language mark being considerably higher than the mathematical or scientific one. As an alternative method, whilst I do not put forward the method of the Kensington Department as being one that would be eminently suited for the Intermediate, still I think it is worthy of attention to see what is done by another educational department in publishing their results. The Kensington Department furnish their results to the schools privately. No marks are allotted to individual students, or if they are neither the student or the school manager ever hears it. The school manager gets at intervals during the months of June and July a list of all the students he has sent in, and there is a single indication written after each name—whether the student has failed, passed, or passed with honours. In the case of the competition for national scholarships and exhibitions, the students are informed individually of the result of these competitions, but they are only told that they

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have succeeded or that they have failed, and they get no particulars as to the marks they have got, or the subjects, if any, in which they may have failed. In order to guide the students who may be going in in subsequent years, for the same examination, the Kensington Department publishes a synopsis of the results attained by the highest man on the list and by the lowest man on the list. Thus, for example, if the highest man on the list has presented, we will say, ten subjects, and he has scored honours in three of these, and a second class mark in four of them, and has failed in two, or so many, others, they put down so many honours, so many first class, so many second class; and the same for the last man; thus showing between what limits the competition has extended. The honours pamphlet is not published at all until some months after all this information has been distributed amongst the schools and the pupils—that is, the honours pamphlet does not get into their hands until the excitement produced by the results has died out. Well, although I do not suggest that that is an ideal system, or is one that should be adopted by the Intermediate Board, still I think there is a good deal to be said for it in preference to the present system.

9503. In preference to our system?—In preference to your system, yes; and if the system is being revised it would be worth while giving a little attention to what is done by the Kensington Department, who work just on the opposite system to the method followed by the Intermediate Board.

9504. What exactly is the honours pamphlet published by them?—The honours pamphlet contains the results in the honours subjects. The subjects of examination in the Department—take mathematics, for example; elementary mathematics is divided into four branches.

9505. Will the honours pamphlet contain the names of the students who have succeeded?—No; the final examination is the honours examination; it only gives the names of the students who have succeeded in the honours but not of those who have succeeded in the lower stages or in the pass. Necessarily the number of students whose names are mentioned in that honours pamphlet is very small. As a proof of the decline in science teaching in Ireland, I might mention that in looking through the last honours pamphlet I was able to find only one Irish school appearing in it.

9506. We will come to that afterwards. Have you considered the comparative merits of the Kensington plan and of the Oxford and Cambridge locals. In the Oxford and Cambridge locals, as I understand, the marks of each student are published in the pamphlet but the name of the student or the name of the school at which he has been educated is not published?—I am not personally acquainted with the proceedings of the Oxford Local examination.

9507. Your attention was not drawn to that mode?—No, my attention was not drawn to that mode.

9508. That is a method advocated by some of the witnesses. It gives all the information that can be required for all the schools, and no one except the student and the master knows the individual boy to which the result is attributed?—There would be a good deal to be said in favour of the scheme, because I think it would take away a great deal of the competition and the over-pressure.

9509. Have you anything more to say in reference to the method of publishing the results?—No.

9510. I would like now, before we go to the next question, to ask you a question about this over-pressure, which is a very important point. You see a dull boy—a rather dull boy, slightly below the average—may have as much difficulty in passing the examination as a more brilliant boy may have in obtaining the first exhibition?—Certainly.

9511. And I want to know whether, according to your experience, boys are exposed to over-pressure in only obtaining a pass, or is the over-pressure entirely amongst the competitors for exhibitions?—If a boy is on the limit line?

9512. Yes, or slightly under the limit?—If he is slightly under the limit, certainly pressure will be applied to bring him up to that limit.

9513. And according to your experience it has been?—Oh, yes.

9514. Now we will take your next point—the advisability of appointing practical teachers as examiners and assistant examiners?—Well, on that point we are of opinion that an examiner whose only qualifications are his university distinctions is not at all suited for setting a paper to examine Intermediate boys. A great many years will have passed since he has had personal contact with Intermediate students, and in the interval he will have forgotten the mental attainments of students of that age.

9515. He will get out of touch with what ought to be the standard?—Yes. We consider that on that account, in addition to having the necessary university qualifications the examiner should be in touch with the qualifications of the boys of the age, and we believe the only way in which he can get that intimate contact is by teaching them.

9516. I believe that only one objection has been suggested to that, and that is the difficulty of getting practical teachers to act as examiners. Have you anything to say to that question. Of course you could not have as an examiner a person who had taught any one boy during that year. Have you considered that difficulty?—Of course that is a difficulty which we have discussed at several of our meetings.

9517. What suggestion have you to make to obviate it?—The rule that at present seems to be followed by the Intermediate Board is that no one will be appointed to be an examiner if actually engaged in Intermediate teaching, but we consider that no serious drawback would ensue if you appointed an Intermediate Board teacher as an examiner, provided he was not allowed to examine his own students.

9518. How could we select the papers. The papers are only designated by numbers. That is the whole principle of the scheme?—In the office they have got opposite each of those numbers the name of the student, and also the declaration from the school.

9519. Of course the office could know?—Yes, the office could know, and they could pick out these papers.

9520. And then the person to whom these were given, and who is not the ordinary examiner, would necessarily know that they were the students who were trained by the man who was the ordinary examiner. Is that the only expedient your association has suggested?—In the University examinations that is the ordinary course.

9521. Oh yes, I know; in University work a man often examines his own pupil?—Yes. That applies also to the lower grades of the University, which are much more elementary examinations than the Middle and Senior Grades of the Intermediate. Thus for the examinations in the Matriculation and First Arts of the Royal University, the pass students presented are of Intermediate age but not sufficiently clever to present in the Middle or Senior Grade; the pass papers are examined by actual teachers engaged in teaching the same students.

CHAIRMAN.—Had not the Royal University better change to our mode, rather than that we should change to theirs? I think everybody admits that that is one of the most difficult questions connected with the Royal University.

9522. O'CONOR DON.—Is there not also the fact that there is no competition there?—There is no competition there; yes, that is so.

O'CONOR DON.—That makes all the difference does it not in the result—that there is no competition in the pass examinations?

CHAIRMAN.—There is competition, and most keen competition, and large exhibitions and prizes are dependent upon it.

O'CONOR DON.—But it is not the same as our pass, in which the paper is the same in the case of every

student; every subject marked in the Royal University competition is simply for these exhibitions and prizes.

CHAIRMAN.—But there must be a pass there just as there is a pass with us.

Most Rev. Dr. WALSH.—But there is no payment for pass.

CHAIRMAN.—No.

O'CONOR DON.—That is what I mean.

9523. CHAIRMAN.—The important thing now is that you have no other remedy that can be suggested. It was suggested here that if examiners were appointed with a greater amount of permanence than at present, we often might induce an Intermediate teacher to give up his classes for some years and come into our system?—Our principle is that you should have a permanent Board of Examiners, and that Board might be kept in touch with the actual teaching work.

9524. But you would suggest that some of that Board of Examiners should consist of Intermediate teachers?—We suggest that they should be permanent, and that they should be recruited at intervals from men who had experience in teaching.

9525. That they should be themselves Intermediate teachers—have been Intermediate teachers?—They should have had experience, yes. We consider, then, that the questions should be set by a very small number of examiners. These questions, having been submitted to the permanent Board, would be revised, and the Board would see that the questions were up to the proper standard of difficulty. Then, we consider, if you appoint a number of assistant examiners to examine the answer books, these examiners that have the actual examining of the students would not see the questions until published, and I think that they could examine the papers quite fairly, and that it would be a very easy matter at the office to remove from the number of papers each one would have to examine any of those that would belong to his own pupils. In that way I do not think you would inflict any injustice on the rest of the country; an assistant examiner would not have an opportunity of getting questions beforehand, therefore he could not teach his pupils on the lines upon which he was going to examine.

9526. If you got one paper for honour and another for pass students, then an assistant examiner might have all the pass papers, and we might reserve for a senior examiner those a little above or a little below the line?—Certainly.

9527. Have the Association considered the question of separate papers for pass and for the competition?—Yes; we have a recommendation in regard to that.

9528. The next matter you wish to refer to is "Reasons why the money value of the exhibitions should be reduced, and why precautions should be taken by the Board to ensure that the exhibition is devoted to educational purposes?"—The first reason why we consider the money value should be reduced is because it tends to keep up this over-pressure. We believe that the introduction of these large money prizes has effected a revolution in school life, and that the students' brains become a marketable commodity at a very early age, and an important factor in the domestic economy; and on account of the large money prizes there is an incentive offered, not only to the students themselves, but to their parents and teachers to keep up the over-pressure throughout, and when the boy has worked out the course, when he finished the Intermediate, at seventeen or eighteen, he finds his brains not so valuable afterwards.

9529. Before you pass from that reason let me ask you this. You have found, as a matter of fact, that the boys' brains become marketable commodities?—Oh, yes.

9530. And are commonly dealt with as such by their parents?—Yes.

9531. May I ask you this. About one-third of the boys that are really Intermediate boys succeed in passing the examination?—Yes.

9532. Therefore, as far as the school is concerned, it is paid by the fees on one boy for the trouble taken in educating three boys?—Yes.

9533. And, therefore, necessarily a boy that is able to pass the examination even without getting an exhibition is rather a valuable commodity?—He is. We consider, in the second place, that there is too large a proportion of the present endowment devoted to rewards to students, while the amount available for school maintenance and equipment is insufficient to meet the proper requirements of the system. We think it better to apportion the grant in such a way as to secure first of all that you have provided the means necessary for giving a sound Intermediate education; after that has been secured, if anything is left, the rewards to students might come in.

9534. How much do you consider is the amount that ought to be reserved for the schools?—We have not gone into the question of allocating any definite amount.

9535. At present it must be allocated by results fees. What would you consider to be a fair amount of results fees that a student could earn in the Senior Grade?—That is altogether too large a question for me.

9536. You are asking us to increase it?—It should be increased up to the point at which a school would be efficient and able to do the work that is cut out for it.

9537. Why do you think it is too much for me to ask you, who have so much experience, what amount the results fees ought to be to do that?—I think that is a question rather for a school manager than for a school assistant.

9538. Personally, I would have thought that the capacity of a clever boy in the Senior Grade to earn £39 for the school was a capacity to earn almost a sufficient amount. You are aware he can do that?—I am aware of that, but every boy who is of age to be presented for the Senior Grade cannot earn £39 for the school.

9539. Certainly not, because some would pass only, and one should get honours all through to make the £39?—Yes.

9540. Would it not be a better course to adopt to render the papers less difficult, so that a larger proportion of the students should pass?—It would be better certainly to make the papers less difficult so as to pass a larger number, and I suppose that would necessitate the reduction of the results fees on the capitation, but it need not necessarily—in fact it should not—diminish the gross amount of results fees that should be paid.

9541. Certainly not. Have the Association formed any opinion on this subject: are exhibitions to remain at all according to their view?—Oh, yes, they have recommended that exhibitions should be retained in all grades except the Preparatory.

9542. You are against exhibitions in the Preparatory?—Against competition of any kind in the Preparatory.

9543. What is the value of the exhibitions you desire in the other Grades?—We have recommended that in the Junior Grade the exhibitions be reduced to £10.

9544. And would you reduce the number?—We would reduce the number in the Junior Grade also.

9545. We reward by exhibition a very moderate amount of scholarship in the Junior Grade at present—in fact we reward mediocrity at present?—We recommend the reduction of the number of exhibitions in the Junior Grade, and the reduction of their value. We recommend an increase in the number of exhibitions in the Middle and Senior Grades, but a reduction in the value in the case of those also.

9546. Have you considered whether exhibitions should be for one year only?—Yes, we have made a recommendation that all exhibitions should be only

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one year prizes. With reference to this question of reducing the money value of the exhibitions, there is a third reason that I want to bring forward—that precautions should be taken by the board to secure that the money awards to students are devoted to purely educational purposes; at present we believe in a very large number of cases the money award goes to support the cycle industry. This is the case with the children of the upper and middle classes, and in the case of poorer children, very often the exhibition is devoted to meeting the family requirements.

9546A. Before the cycle industry came in, ponies, I think, were the principal object of attraction?—I have not experience of that.

9547. Most Rev. Dr. WALSH.—The recreation they get by a reasonable use of the bicycle might be of benefit to their studies?—Although the recreation might be of utility to them, I do not think it is a sound principle for the State to pay for their bicycles.

9547A. CHAIRMAN.—I quite agree with you. We have had a great deal of evidence upon that subject. What is the next point on your list?—In connection with that we recommend that the Board should make the payment of money to the student contingent on his continuing his course of studies at some approved educational establishment.

9548. We should give him a right of selecting any school he would like to go to, and then pay direct to the manager?—Certainly; we recommend that the first charge on the exhibition should be the payment of the ordinary school expenses—payments for books, stationery, and such other things as could be put down to the educational requirements of the boy, and that as far as possible all the money should be devoted to the boy's educational requirements as apart from his athletic expenses or the support of his family. In the Senior Grade a number of our members were in favour of making at least a few of the large money prizes "leaving" scholarships, which would enable some deserving students to continue their course at a university or at a high-class technical school. Then we have recommended that all exhibitions should be made one-year prizes.

9549. I do not exactly understand that last recommendation. Is it that the amount should be made larger, or that there should be amounts for various successive years?—Only for a very small number of students. We recommend that possibly you might begin with one or two "leaving" scholarships, not open to general competition, but confined to deserving students—that is, children of parents who could not afford to pay for their education. We are recommending that all exhibitions should be made one-year prizes. Our reason is, that in many cases at present the student remains at school for an additional year merely because he has an exhibition to retain, and in very many cases it is against the student's advantage, and it would be better for him to have gone to business. If you take away this inducement, we consider you will not be doing any injustice to the cause of education, if at the same time you increase the number of exhibitions in the Middle and Senior Grades. The average clever boy who goes in for one of these grades at the present time will then have to go in to win a new exhibition, and if the number is increased a clever boy will have a fair chance of obtaining a new one. That is all I have got to say on that point.

9550. Now your next point, please?—That is, with reference to the teaching of science. We attribute the decline in science-teaching in Irish schools to three causes. The first is the action of the Compulsory Education Act in England. This introduced into the primary schools in England a compulsory course of elementary science, and as a result of the working of that, those students, after passing from the primary, went into the higher grade schools, where they would come under the Kensington Department, and they had to go in subsequently for the Kensington examinations. The course that they had done in the primary schools was the course that was originally the first year's course under Kensington; but when the Kensington Department found this course was paid for in the primary schools, they naturally raised their standard for the first year. The rules that apply to England, apply to Ireland, and the standard having been raised in England it was raised in Ireland, though in Ireland those going in for a course of science did not have the advantage of a year or two in a primary school to do this preliminary course. The result was that in Irish schools it was found almost impossible to do in one year the work done in the English schools in two or maybe three. Then, the second cause for the decline of science was the introduction of the Preparatory Grade without any science subject on the curriculum. The effect of that was that all the clever boys were put at Latin, Greek, and French, and the dull boys allowed to shirk Greek. Having started a boy in the Preparatory Grade at the full classical course, the tendency is to continue in the Junior Grade and in the subsequent grades, so that you give a grammar school side to the education of the clever boys.

9551. In other words, the subjects in the Preparatory Grade very usually regulate the whole course afterwards?—Certainly. I noticed that some of the witnesses who were examined said that the only kind of science that was killed by the working of the Intermediate system was science that was no science. I can speak from my own experience, and say that the effect of the introduction of the Preparatory Grade without science was to kill the teaching of science for the clever boys; and at present it is only the weaker boys, the duller ones, that are getting a course of science. As a particular illustration of that, I might mention the case of the Christian Brothers' College in Cork. The full course of science has been done there, and there is eight hours a week at least given to experimental work. These classes continue up to the present time. There is a fully equipped laboratory, upon which £600 has been spent; but at the present time none of the clever boys going through the Intermediate course get any advantage from it, because the programme is filled without it, and if a boy is running for that examination it is expecting too much from human nature to ask the boy, or the manager of the school, to devote a little time to a science subject which would not be useful to him in the competition.

9552. I quite understand how its omission from the Preparatory Grade would cause its omission from the entire course. You speak also of the reduction of the maximum total number of marks; has that tended in the same direction?—The reduction of the maximum total had an immediate effect upon it, because the maximum was reduced by 500, and that led to the further decline of the teaching of science subjects. Before the marks were reduced, the clever boys taking Greek, Latin, and French were taking also a science subject, but the moment the number of marks was reduced science was thrown out.

9553. I have on the paper before me now, certain remedies which you suggest; but I do not wish to interrupt you?—I am just coming to the remedies now. The first remedy we suggest is to make the science course compulsory in the Preparatory Grade, and to make it a qualifying subject to obtain a pass in all the grades. At present, as you know from the programme, a science subject does not qualify a boy to pass; that is, he may pass in science, and fail in the examination, if he has failed in some of the compulsory subjects. We suggest that a science subject should be made a qualifying one—that is, put in the same scale as the subjects necessary to obtain a pass.

9554. That is, made a compulsory subject?—No; I mean that if a boy passes in science, this would count as one of the qualifying subjects. Say that it

is necessary, in order to pass the examination, to pass in four subjects to be selected from a list, I suggest that science should be put down in that list.

9555. That is so at present; you must pass in English; you must pass in a language other than English; you must pass in a mathematical subject, I think, and you must pass in one other subject. Those are the rules. Then you can take science as the fourth subject?—I was under the impression that a pass in science was not a qualifying one.

9556. Most Rev. Dr. WALSH.—Look at that programme (*handing witness the Programme of the Intermediate Education examinations*); take any grade, and show us where the difficulty you speak of comes in?—I was under a misapprehension with regard to that; I considered that a pass in science was not a qualifying one. We recommend that it be made compulsory in the Preparatory Grade.

9557. CHAIRMAN.—Some of the witnesses recommend that it should be made compulsory all through—one natural science subject?—It would be advisable to make it compulsory all through on the modern side, but it might be possible to leave it an optional subject on the professional side.

9558. The grammar school side?—Yes. On the same head, I think it would be an improvement if some of the science subjects were broken up into their component parts. I noticed that Captain Abney made a recommendation on that head which, I think, was a very valuable one. For instance, the senior course in natural philosophy at present includes the whole range; you have mechanics, hydrostatics, pneumatics, and so on up to the highest branches of the subject; but only 500 marks are allowed for it, and teachers find it impossible to wade through it. There is a great deal more work to be done in that in a single year than there would be in a new language.

9559. One witness (I think it was Professor FitzGerald) recommended that on the modern side an equal number of marks should be allowed for practical science—that is, applied science—as are allowed for Greek and Latin together in the university course. That would be 2,400 marks?—It would be advisable, I think, in the science course to have a practical side to it.

9560. But with the practical side, could not 2,400 marks be very easily allowed for it?—Of course there should be a special mark allowed for the practical side.

9561. Of course I would not propose that 2,400 should be allowed for any one subject, but if the subject of practical science was broken up into its various component parts, and for theory we allowed so many marks, for practical pneumatics, statics, dynamics, and those sort of things, so many marks, could we not very easily make up 2400 marks?—Yes; and I do not think it would be too many if you put in the whole range.

9562. As to two courses, are you of opinion that there should be no competition for exhibitions as between the two courses, but that the competition should be as between those who go in for each separate course?—Certainly; and we have definitely recommended that—that there should be no competition whatever between the two courses.

9563. Is there any other remedy you propose?—We suggest that in the science subjects the examiners who set the written papers should not look for too high a standard, as their doing so reacts upon the teachers of science by diverting the students into the grammar school course; and we suggest that, where science is taught practically, subject to a report of efficiency by an inspector, payments might be made for attendances of students irrespective of any examination, merely subject to a report of efficiency from the inspector, and subject to a report that a certain course has been followed.

9564. Then he would see them actually working practically in the laboratory?—Yes.

9565. And listen to the teaching?—Yes, listen to the teaching, and if necessary go round and examine the boys.

9566. And satisfy himself that they have been properly taught, and know something about their subjects?—Yes.

9567. Then you think some portion of the results ought to depend on that?—Certainly; I would give a payment for attendances, a grant according to the number of hours the students devoted to the subject.

9568. Most Rev. Dr. WALSH.—That is the South Kensington system?—That is the Kensington system, yes.

9569. CHAIRMAN.—Of course you are of opinion that neither the method of teaching nor the amount of the boys' knowledge in chemistry or natural philosophy can be arrived at at all by an examiner unless there is a practical examination in the laboratory. I mean, can it be arrived at by mere written questions?—Not fully.

9570. You would think there ought to be a specific portion of the results fees allocated to this practical teaching?—Certainly.

9571. Do you think the knowledge ascertained at this practical test ought to be taken into account in the competition for exhibitions?—No, I would not allow the practical work to go into the competition; but in this, I must say, I am only giving my own personal opinion, and not expressing the opinion of the Association.

9572. Has the Association formed an opinion upon that?—The Association has not spoken on the question.

9573. Would you disqualify a boy from presenting himself for examination in those subjects if he had not practical knowledge to the satisfaction of the inspector?—No, I would be in favour of a written paper setting a few questions to test whether he had properly learnt the subject and seen the experiments performed.

9574. You say "seen the experiments performed." Would you be satisfied with that without, in reference to certain experiments, making the student perform them himself?—I think the number of experiments that the student could be given an opportunity of performing himself would be very limited, except in very large schools, where they have a fully equipped laboratory.

9575. A student of nearly eighteen years of age?—That would apply only to a small number of students.

9576. I know; but, surely, is not one of the best modes of examining a student in practical chemical work to give him a certain substance and tell him to analyse that qualitatively?—I would make that a special department in itself, and in the same way I would make a special department of practical physics.

9577. Would it not be very valuable in both of those?—In both of those it would be very valuable; but these should be subsidiary to the theoretical side, and there should be a theoretical examination also.

9578. But why should not those count for the boy in the matter of competition. Perhaps you have not considered that. There would be no greater inducement to a student to learn such an important portion of the subject as the practical part of chemistry than the knowledge that it would aid him in obtaining his exhibition. Surely the one thing they look at from the beginning of the year to the end is the exhibition, is it not?—Yes; but I consider that when a boy is doing the practical side of a subject, he is making the best preparation for the theoretical side; and as I am recommending that in the practical department payment should be made on attendances, the remuneration of the manager is secured, as the practical part would improve a boy's answering on the theoretical side, the student would not suffer, as there is no examination recommended on the practical side, I would like to see some practical questions introduced on the theoretical side. The practical work done would be limited by the accommodation on the school premises. I do not see, then, under the circumstances, how, practically, you could give any marks for it that would go towards the awarding of the exhibition.

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9579. Now, have you considered the difficulty of testing the pronunciation of the modern languages without some oral tests in the schools?—Well, of course, that is a point that our Association has gone into. It is one on which I am not an expert myself.

9580. What is the view of the Association?—That it is highly advisable that some inspector should go around to see that the modern languages are properly taught.

9581. And are results fees to be given?—Of course the results fees should depend upon the reports of the inspectors.

9582. Have you anything more to mention before you come to the question of the examination papers?—No, I think that is all.

9583. You say that the examination papers are quite too difficult for the average student, and you refer to some cases?—The obvious example of the difficulty of the examination papers is the fact that only about 30 per cent. of the Intermediate students pass.

9584. That seems to me to be an unanswerable example. But still I want a good deal of evidence about it, for, of course, I am only one?—I want to confine myself on this point to the department of the examination of which I have got the most intimate knowledge—that is, mathematics and science. It is a matter of common experience with teachers of mathematics and science that, in return for a given amount of time devoted to the subject, more marks can be got at an Intermediate examination in any other subject than in a mathematical or science subject. While 60, 70, or sometimes 80 per cent. is frequently obtained in Latin, French, German, and Celtic, it very rarely happens that these percentages are obtained in a mathematical or a scientific subject, at least in the Middle or Senior Grades. As an example of the difficulty, I might refer first to all the papers in arithmetic last year in the different grades, more especially to the arithmetic paper in the Middle Grade. One of the questions was an arithmetical conundrum. There was a solution for it dependent upon a pure arithmetical principle—that of the theory of numbers. But I don't think that it is fair to expect a student in the Middle Grade should have been taught the theory of numbers. The arithmetic paper in the Preparatory Grade contained six questions, which were problems altogether too difficult for boys of that age. In fact, I have heard of cases in which classes had been fairly well taught by a good teacher for the work, and when the boys went in they directed their attention to these particular questions, and they got so puzzled that they failed on the remainder of a paper on which they could have passed quite easily. In the Euclid papers for a number of years, I consider the exercises set generally somewhat too difficult, and especially in the lower grades. In the Preparatory and Junior Grades I consider that some key to the solution of the exercises should be given to the younger boys. It would be very advisable in the Preparatory and Junior Grades if the exercises were appended as illustrating the proposition, so that a boy would know where to look to for the key to the solution. In the solution of problems I think it would be advisable, when a problem is set in the Junior and Preparatory Grades, to give the construction, and ask the boy to prove that that construction was right. Sometimes in the Middle Grade, also, problems are set without any key to the construction, and it is a very difficult thing for the ordinary student to find out how he is to devise a construction of his own. It requires a considerable amount of experience.

9585. You are referring to the Middle Grade in that last statement?—Yes. I believe that in the Senior Grade it is advisable to set a fair number of difficult questions to test the students, provided that you put on the paper a number of easier questions which will allow the average boy to pass.

9586. That is a wholly different question. About the Middle Grade boys I want to ask you a question. The boys are just under seventeen?—Yes.

9587. Must not 50 per cent. of the marks in Euclid be given to the propositions?—Yes.

9588. And a boy may pass on twenty-five?—Yes.

9589. Surely, if he can get double the amount of the pass marks upon a paper of the mere propositions of Euclid, you would not object to "cut" questions without any assistance being given?—The difficulty comes in in this, that you have got no corresponding difficulty in the papers set on the other group of subjects.

9590. I understand that—that they may not be properly co-ordinated. But, taking it as a simple paper in Euclid, it is very hard to say that some key should be given to the construction of questions other than simple propositions in Euclid?—Taking it as a paper in Euclid, I would not say that the present papers are too difficult, and they give a boy a fair chance of passing. But I rather refer to the case of a boy who is going in for competition, and who wants to do more than pass, who wants to score as much as possible.

9591. Then it would come to this, that a sufficient number of marks is not given for Euclid?—Yes. With reference to the difficulty of the examination papers, an eminent examiner in mathematics told me that the mathematical papers had to be made difficult in order that the examiners may be able to award the medal. If easy papers were set, you might have fifteen or twenty boys clearing full marks, and the examiners would have a formidable difficulty to differentiate them. The same difficulty does not occur in languages, because there are difficulties of composition and nice terms of expression always enabling an examiner to discriminate students. If that be the reason why the examination papers in mathematics are made so difficult, the mathematical examiners are acting very unfairly. If it is impossible to set papers that will be co-ordinate in difficulty with the papers set on the grammar school side, it would be better to abandon this medal in mathematics altogether if the awarding it necessitates such very difficult questions.

9592. Or have a couple of very difficult questions which would count only in reference to the medal?—I don't recommend that the medal should be abandoned altogether. But I say if there were no other way out of the difficulty I would rather abandon the medal than sacrifice the interests of 50 or 60 per cent of the students every year.

9593. We could get rid of the difficulty as regards all except competition students by having separate pass and honours papers?—Yes.

9594. There would be no possibility of having these questions upon the pass paper at all. In reference to the others it appears to me that the only way would be to raise the amount that was allowed upon the paper. If examiners are not able to decide the title to the medal without asking questions that represent a higher amount of merit, would not the proper thing be to raise the number of marks?—Certainly. Either method will meet the difficulty. If it is decided though to lower the standard it will not meet the point about the medals. Do you mean lowering the general standard of the paper?

9595. That is not proposed. What is proposed is this, that there should be a pass paper, and that of course the standard of that pass paper would be lower than the standard of our one single paper now is, and that in addition to that a paper something like the present one should be reserved for competition. That is the proposition that has been very much pressed. That would not meet your difficulty?—Of course you can meet the difficulty either by lowering the standard or by increasing the number of marks. If you lower the standard you have the difficulty of 15 or 20 going so close to the medal as to be practically a maximum.

9596. We cannot do that?—If you are confronted

with that as the final difficulty it would be a simple thing to reduce the number to 15 or 20 boys, bring them together at some definite centre or centres, and subject them to some further oral test. My remarks as to the difficulty of the papers generally would apply not only to the Euclid papers but to the papers in algebra and trigonometry, which at present do not give a proper repayment for the amount of time that has to be devoted to them. All these remarks have reference to the honours students. The honours students are at a disadvantage in that group of subjects, because if they devoted the same time to the other side they would make more marks towards their exhibition. If a very difficult paper is set, the pass students are completely shut out because they have no chance at all of answering it. It has happened in a few cases in the algebra papers, and I have even seen it in the trigonometry papers where a sufficient number of pass questions were not set to allow the ordinary boy who had got an average teaching during the whole year to pass. There are very few papers in which you can say there is the same chance given to the pass students as in the Euclid paper. You set a number of questions taken out of a specified text-book. The student knows that if he makes up these he can score 50 per cent., and thus be enabled to pass. But in algebra, trigonometry, and natural science the same thing does not apply. The remedy that we suggest is to divide the paper into two parts—a pass and an honours paper; and we suggest that a student should be allowed to pass if he scored 40 per cent. of the pass portion. We recommend that the honours standard should be such that a clever student, after devoting a year's continuous work under an efficient teacher to the subject, should feel confident of scoring quite as much towards his exhibition as he would score if he devoted his time to other things. This perfection of examination cannot be attained unless the examiners have considerable teaching experience. We recommend that the papers that are set should be carefully revised and submitted to a permanent Board of Examiners, and that at the same time that the papers are sent in, the whole of the solutions should be sent in with them to that permanent Board.

9597. Have you anything further to say upon that?—That is all I have to say upon that point.

9598. Your next reference is to centre superintendents. You suggest reasons why only teachers should be appointed?—Yes. In the first place, teachers have a very obvious interest in conducting the examination fairly, because each teacher is interested in the success of some particular establishment—the one with which he is connected. His interest is to take precautions that the pupils whom he is sent to superintend will not have any unfair advantage. The second reason is that teachers have experience in the management of boys. We consider that that experience is very necessary, and that it is not sufficient to have experience in the management of a number, for instance, in the management of men or keeping order in a large assembly. That is not the kind of experience a centre superintendent wants. He wants to know the different dodges that boys will resort to when they want to copy and to make use of unfair advantages. The third reason is that we consider that teachers have a claim upon the appointments. We consider that on account of their connection with Intermediate education they should be preferred to doctors, lawyers, clergymen, civil servants, and others of that class, who merely look upon the appointment as an easy way of making provision for a holiday, and who cannot, having no personal connection with educational matters, have a strong personal interest in seeing that the examination is conducted with all the necessary formality.

9599. You suggest that as often as possible the positions should go to persons connected with education?—Yes. In that connection we recommend that district superintendents are necessary. These district superintendents would be required to serve as a check on the ordinary superintendents.

9600. There are a certain number now, are there not?—I think there are only three, so far as I can make out. There is one in Belfast, and one in Cork, and then I suppose the Assistant Commissioners act as district superintendents here.

9601. You do not suggest that there should be one district inspector in every town?—We recommend that a large number should be appointed—a sufficiently large number to ensure that each centre would be visited during the actual progress of the examinations, and that the inspector should report to the Board as to the condition of affairs there.

9602. He should pay surprise visits?—He should pay surprise visits, and report upon the condition of affairs when he did pay his visit. We recommend this in order that the district superintendents should report irregularities. A number of irregularities have occurred from time to time, and we have reason to believe that they have not been reported to the Board.

9603. Have you personally seen yourself any irregularities?—I have not personally seen irregularities; but I have got such proof of them that I am personally aware that they have existed.

9604. It is impossible to deal with them unless there is some person who has actually seen them take place. It is very easy to suspect that they have?—When you get very direct information.

9605. We always try to get any particular instances in which it has occurred?—I could give you one particular instance.

9606. Don't give names. If you have not seen it yourself I don't care about it. I am enough of a lawyer for that. If you bring me any person who has seen irregularities I will act on that?—I believe I could give you such information as would enable you to get the information.

9607. We have done the best we can to enforce order. Your next head?—In connection with the appointment of district superintendents we recommend that one of their duties should be to inspect the boxes of the examination papers, to see that the examination papers have not been tampered with. At present we consider that it is quite possible that irregularities in connection with the boxes containing the examination papers may occur, and it would be advisable to take whatever precautions can be taken to ensure that the boxes will not be tampered with. At present the Board has to depend, I may say, to an indefinite extent, on the uprightness and honour of the superintendents that are appointed.

9608. How?—Because the superintendent gets his boxes of examination papers, and goes perhaps to a remote country centre. He never gets a visit from a district superintendent while he is away, and he goes through the examination and then sends back the boxes to Dublin with the empty envelopes. There is nothing whatever to prevent him from opening all these papers before the examination begins.

9609. They are all sealed?—They are all sealed, but he can cut them. He does cut them subsequently.

9610. Do you mean to say that the principal of the school does not examine the envelopes?—The principal does not examine the envelopes.

9611. Does no one examine them?—The envelope is handed to some of the boys under the present regulations after the principal has left the school, after everybody has been turned out of the room.

9612. After everybody has been turned out of the room?—Certainly. The envelope is opened according to the instructions after everybody has been turned out of the room, and when there is nobody there but the superintendent and the boys. I intended to call your attention, in connection with this rule, to a recommendation contained at page 188 of this pamphlet (reading):—"The unopened packets of papers should not be passed under the inspection of excited candidates, but before distribution should be seen by some

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person of authority—magistrate, teacher, or otherwise—in the district." I think that is a very valuable recommendation, and if the person of authority who inspected the envelope was instructed to witness that the envelope was intact when he inspected it by writing his signature on it, it would be a further guarantee that the examination was conducted impartially.

9613. Would not the principal of the school be willing to do it?—Of course it would be better to have the principal than one of the boys.

9614. I am not speaking of the boys at all now. You are speaking about a magistrate. It might not be always possible to get a magistrate?—The recommendation there is "some person of authority."

Most Rev. Dr. WALSH.—Would you require us to bring in the police?

CHAIRMAN.—Whoever did it should attend daily.

Most Rev. Dr. WALSH.—Twice a day.

9615. CHAIRMAN.—I think the principal of the school would be the person most interested?—Under the same head we are of opinion that it would be advisable to give an instruction to centre superintendents that they should not accept the hospitality of managers of the schools that they go to superintend. A superintendent, we consider, can be much more independent when he is not called upon to accept the hospitality of the manager. And as his superintendence might possibly lead to some little financial loss from his following out an instruction to that effect, it might be possible to make some increase in the remuneration which would act as a recompense. It might be increased from the present sum of £15 to £20.

9616. Mr. Justice MADDEN.—Is it usual at present that they should accept the hospitality of the managers?—Yes, it is.

9617. CHAIRMAN.—In particular cases, I think; not in all?—I think in the majority of cases at present.

Most Rev. Dr. WALSH.—If a school is in a country place, open to objection as it is, it may be almost necessary.

9618. Dr. BARKLEY.—It is only for the interval between the morning and the afternoon examinations?—As a general rule it is only during the interval. There are cases in which it extends to other periods.

9619. CHAIRMAN.—Surely they often live there during the nine days?—That is only at boarding colleges.

9620. But often there?—We consider that a superintendent would be much more independent if he was altogether removed from the manager of the school. That is all I have to say under that head.

9621. Your next suggestions are in favour of inspection as a supplement to examination?—Of course the first argument in favour of inspection is one that has turned up several times—that there are a large number of students of Intermediate schools who are at present not examined at all. I have picked out a few objections that were raised to inspection. The first one I want to draw attention to is the objection at page 43, second column, among the recommendations of Mr. Bellingham Brady, Assistant Commissioner. (*Reading*)—"As regards a system of inspection, such is doubtless necessary in the case of primary schools, where the masters in many cases require such supervision that the proper discharge of their duties may be ensured." We are of opinion that the masters in all schools require supervision, and that inspection is just as necessary in Intermediate schools as it is in primary schools. Moreover, we consider that the Board has a right to insist upon the inspection of the masters, in order to see that the schools are efficient. Especially seeing that they are distributing to the school managers a very large sum of money, they have a right to see that that sum of money is spent in a proper manner and devoted to educational purposes. Further down there is an objection. (*Reading*)—"In the case of Intermediate education, the wholesome rivalry between colleges and schools, as well as the valuable rewards to be won, form a sufficient incentive to exertion on the part of headmasters." We consider that a good deal of this rivalry at present is not wholesome, and that the valuable rewards to be won are so valuable, that the incentive might be too strong, and that it would be advisable to appoint inspectors to see that, as a result of these awards, proper educational methods would be employed, and that the award itself would not be the ultimate goal and aim of the head master. Further down there is another objection (*reading*):—"It must be remembered that the majority of the principals of Intermediate colleges and schools are gentlemen and ladies of high educational qualifications or university distinctions, fully equal in position and attainments to any inspector whose services could be secured by the Board, and the relations, consequently, between the managers of Intermediate schools and the inspectors would be very different from those in the case of similar officials in connection with primary schools." In connection with that I would like to point out that the managers of schools are, for the most part, engaged in administrative duties, and the actual work of teaching devolves to a very large extent upon the assistant masters. It is to the interest of the head master to secure the services of an assistant master at as low a figure as possible, and with low salaries and no compulsory qualifications for teachers, it is conceivable that the head master might have provided a very inefficient staff. If the head master himself was a gentleman of high qualifications and high university distinctions, then I don't see he would have any reason to object to inspection so far as he was personally concerned. Of course, if he has engaged very incompetent teachers, then inspection is necessary for him, no matter what his own qualifications may be, to point out to him that it is necessary for him to employ a proper staff, or otherwise the Board will not give him the full grant. I notice that a few witnesses have drawn attention to a difficulty which they consider might arise on the question of religion. The opinion of our Association is that the religious difficulty would be a very small one. At present the religious difficulty does not exist at all, or only to a very small extent in the case of the National school inspectors. In fact I am aware of cases in which the masters or mistresses of schools prefer to have them examined by an inspector of the opposite persuasion to their own, so that we think the religious difficulty is really one of no practical importance. Again, a few witnesses have drawn attention to the difficulty of expense. At page 173 of the Appendix, in the evidence of Father Henry, the Rector of Belvedere College, he summarises the objections to inspection. His first objection is "owing to the difficulty of getting a sufficient number of competent inspectors." Our answer to that objection is that it would be a tentative measure, and, therefore, that this difficulty is one that would be gradually surmounted, and that only a small number of inspectors would have to be provided for immediately. In connection with that objection, and also as to the question of expense, we desire to draw attention to the suggestion made by Professor Preston, that the South Kensington Department would provide inspectors in mathematics and science. We think that would meet the difficulty to a large extent.

9622. That would involve a change in the Act of Parliament?—Yes; it would almost entirely meet the science inspection and you would have only to provide for classics and modern languages.

9623. Most Rev. Dr. WALSH.—The science subjects, I suppose, are those in which the getting of competent inspectors would be most difficult?—Yes. Then, Father Henry's next objection is the "difficulty of having the inspection careful and thorough." Our answer to that is that it need not be careful and thorough in the first instance. If it were careful and thorough at the commencement the result might be that there would be such an outcry against the procedure that the whole system might be in danger of collapsing. Experienced and prudent men should be appointed who would not be liable to err in that

direction; and afterwards, when the system had become popularised amongst the managers of schools, the thoroughness of the inspection might be gradually improved, until eventually it might be brought up to the same efficiency as the present National school inspection.

9624. CHAIRMAN.—It need not necessarily go to the extent of the National Schools Inspection. In the National Schools the inspectors examine each student for results. All that part might be left out?—Yes.

9625. But they could ascertain the efficiency of the teaching, and whether the children had a practical knowledge of the natural sciences, and a proper pronunciation of French and German?—Yes. Then the third objection is "the expense entailed by the appointment of such inspectors in the present limited state of the funds at the disposal of the Board." I consider that an answer to that objection is furnished in the recommendation on the next page—page 174, Part ii., section viii. "It seems to me that the money value of the exhibitions given in the several grades is much too high, and that this money is not being applied, as intended by the Act, to help in the further education of the pupils. In the case of the more respectable boys it is made use of for amusement, and in the case of poorer boys it seems to be devoted to the helping of family needs, &c. Equally good results might be secured in the way of emulation, &c., if the exhibitions were much lower, and the money thus secured might be given in results fees, or at least applied in such a way that it would help in education, and not devoted to uses never intended by the Act." In that way a considerable amount of money might be saved, and I do not see why part of it might not be devoted to inspection. That is all I have to say on that head.

9626. There is another way, I may remark, in which money might be saved, by having separate papers for pass and honour candidates. The cost of the examinations now is enormous; but if we had separate papers for pass and honour students it would not be necessary that the distinguished examiners we now employ should examine them all. They need only examine the honour papers, and so many of the pass as came near the line. I should say not one-third of the papers need be examined by them; they could be dealt with by assistant examiners; and in that way some thousands a year would be saved?—Yes.

9627. What is the next point to which you wish to draw attention?—The necessity of requiring some qualifications in the teachers.

9628. What do you say in reference to that?—Well, in connection with that, we are of opinion that the Board should keep a register of teachers qualified to teach classes for results. There are a good many objections, I know, to any registration scheme, unless under some central authority constituted somewhat on the lines on which it is proposed to constitute an authority in the Bill at present going through Parliament for England. But I think a good many of the objections would be got over if the Intermediate Board themselves undertook the management of the register, and kept in it the names of those qualified to teach classes, and whom they considered competent.

9629. How are we to ascertain them?—We suggest that *bona fide* teachers, who have been engaged in Intermediate teaching for the past five years or upwards, should be admittted to the register immediately; that teachers of two years' experience and upwards should be admitted provisionally; and that for future admission to the register regulations should be framed that would secure that before anyone is allowed to teach a class for results he should have some teaching experience. A register of teacher apprentices could be drawn up, and, provided the candidate shows that he has the necessary amount of scholarship, he might be allowed to enter on an apprenticeship as junior teacher in an Intermediate school.

9630. How should we ascertain that he had the necessary amount of scholarship?—Of course there should be some qualifying examination.

9631. Then we should examine the candidate teachers as well as the students?—Certainly; that would be one of the functions of the Board.

9632. Under the Duke of Devonshire's Bill it is proposed to constitute an authority for that purpose; but the present Intermediate Board is not constituted an authority for that purpose by Parliament, and the result of what you propose would be that it would be a self-constituted authority, which usually does not carry as much respect as if it were constituted for the purpose by Act of Parliament?—I think it has been suggested that you should go to Parliament for a small Bill giving you plenary powers.

9633. Yes; but would it not be better to do that by extending to Ireland the Duke of Devonshire's Bill for the Registration of Teachers?—Well, we are in favour of extending that Bill to Ireland, but we consider that at present it would be desirable, if possible, to have a register drawn up by the Board.

9634. That would involve us in a very difficult question; it would be better to try to get the Duke of Devonshire's Bill extended to Ireland?—We are in favour of that. Then we recommend that a teacher, while acting as a junior unqualified teacher, should not have sole charge of a class in any subject, but might be allowed to teach under the supervision of a qualified teacher, and that at the end of his first year the apprentice should be required to present himself for examination in technical subjects of school work, such as methods of teaching, management of classes, and the literature of education. These examinations could be conducted by the inspectors at convenient centres. A certificate of literary qualification added should entitle the teacher to rank as second class assistant, qualified to teach Junior and Preparatory grades. A second year's experience, followed by a second qualifying examination, should qualify a teacher to teach all grades. Of course we are doing our best to try to get the Duke of Devonshire's Bill extended to Ireland; but we consider this subject of the registration of teachers such an important one that we should take every means to try and bring it about as soon as possible.

9635. What is the next point to which you desire to call our attention?—The next point is with reference to the inadequacy of the grant. We consider that if the course is divided into two parts it will increase the expenses of the school administration considerably, and that will be one reason why the present grant is inadequate. The second reason is illustrated by the fact that all the assistant teachers are at present badly paid. Their salaries range from £50 to £100; in very few instances do the salaries go beyond that. Managers account for it by saying that the results fees under the present grant will not enable them to pay more. There has been no improvement in the majority of salaries of assistant teachers since the results fees were increased by the added beer and spirit duties. Members of our Association who have had experience of the pre-Intermediate days say that there has been no general improvement in the salaries of the assistant masters following the introduction of the Intermediate system. The result of this is that teachers are, in many cases, inexperienced and incompetent. There are no prospects in the teaching profession. The result is that the teaching standard must be very low. It would be much better for the education of the country if you had a good body of qualified teachers, properly paid, either directly by the Board itself, or indirectly, by results fees. At present teachers cannot devote their sole attention to the classes. Their salaries must be supplemented by work outside the ordinary school work. They must do a considerable amount of private tuition in order to supplement their incomes. This prevents them from being able to do their work in the schools up to a full standard of efficiency. There can be only

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a small amount of preparation by the teachers for the teaching of the classes. The teacher's mind is exercised rather in divising how to increase his income than in how to increase the efficiency of his teaching. In order to remedy that we would recommend that the grant should be increased, and that the Board should take steps to secure a body of qualified registered teachers—that the teachers should be better paid, that the Board should see that they are paid; and that the money devoted for that purpose shall go to them. We also recommend that a small Parliamentary Bill should be advocated by the Board to enable them to take full charge of the system, and make whatever changes they consider necessary for the efficient working of it. These are the recommendations we have to make.

9636. O'Conor Don.—With regard to that latter recommendation, you say the salaries of the assistant teachers should be increased, and that the grant should be increased, and you connect one with the other—do you propose that the increase of the grant should go to the teachers?—Yes.

9637. Does it not follow that that would make them, to a certain extent, independent of the managers?—Not necessarily.

9638. Would it not do so, to a certain extent?—I think it is advisable that they should be to a certain extent independent of the managers.

9639. You recommend that the teachers, independent of the managers, should have a right to the increased grant?—Yes; I consider it is desirable that they should have a certain amount of independence.

9640. I only want to know your views. It is your view that teachers should be registered, and that they should have a distinct and independent claim, independent of the managers, to a certain proportion of the grants made to the schools?—Yes.

9641. I wish to ask you as to another point, on which I did not quite understand what you proposed—with regard to the publication of results. Do you propose that at no time should managers or students receive information of the actual results of the examinations in each subject?—No; we do not recommend that. The extent of the recommendation of our Association is, that the managers should be informed privately of the results of the examinations, so far as they had reference to the students they had sent up.

9642. Would that be immediately after the examinations?—Yes; as soon as possible.

9643. Just as we do now, but that, instead of publishing it in a book, it should be sent to each manager?—Yes; of course there would be no objection to publishing it in a book, if you did not give the names of the students, and the names of the schools.

9644. You see no objection to our publishing the results, if instead of the names we gave merely the numbers?—No.

9645. You referred to the possibility, under the present system, of the examination papers being tampered with. Have you any reason to believe that that has ever occurred—I do not want you to give the name of any case, but have you reason to believe that it has occurred?—I have not any direct experience of it having occurred; but I have heard of cases where it did.

9646. You have heard of cases where the papers were tampered with?—Yes.

9647. Mr. Justice Maiden.—Do you believe it is a real danger?—Yes; the information I have had has led me to believe that it was the fact.

9648. O'Conor Don.—That the papers were opened before the examination began?—Yes.

9649. Before they were brought into the room?—Yes.

9650. Rev. Dr. Todd Martin.—You mentioned the long hours of work necessary for a boy going in for an exhibition?—Yes.

9651. Ten hours a day, I think you said?—Yes.

9652. Is that the experience of teachers generally?—Yes.

9653. Is it the experience of the members of your Association?—Yes; as far as I have been able to ascertain it.

9654. With regard to passing the examinations, I have in my hand a report of Sir Henry Craik on the inspection of higher class schools, and the examinations for leaving certificates in Scotland. Perhaps you would take that report (*handing witness the results of the Intermediate Examinations*) and note how the percentages of boys who passed in the Scotch schools compare with the percentages of those who passed in our Intermediate examinations in each subject. I find that in English 52 per cent. passed in Scotland—how many per cent. passed in our examinations?—80·7 per cent.

9655. In Latin, 65 per cent. passed in Scotland?—Sixty-one per cent. passed here.

9656. In Greek, 60 per cent. passed in the Scotch schools?—The percentage here was 67·9.

9657. In French, 55 per cent. passed in Scotland?—The percentage in Ireland was 82·6.

9558. In German 77 per cent. passed in Scotland?—85·6 passed here.

9659. The subject of mathematics is divided differently in Scotland, the percentages range about 48 per cent.?—They seem to range about 60 here.

9660. Arithmetic only 37 and 32 per cent. in Scotland?—Arithmetic 72·9 here.

9661. So that the percentage of passes with us is higher than the percentage in Sir Henry Craik's report?—Yes.

9662. You are in favour of reducing very much the value of the exhibitions?—Yes.

9663. Also of having them assigned to the payment of school expenses?—The school expenses should be the first charge on them.

9664. So far as persons of means are concerned, of course there would be no real difference. A man of means pays his school fees and expenses in the same way, whether he gives his boy his £30 or not?—Yes.

9665. In the case of the poorer parent, where the boy lives at home, how would you differentiate that case from that of a boy who lives in a boarding school?—Of course a boy in a boarding school will have the exhibition given to defray part of his expenses in the boarding school; but if he lives at home I would let it be devoted, in the first instance, to defraying his expenses in the school, and then the remainder might justly be devoted to the boy's own maintenance.

9666. Dr. Barkley.—In proposing alternative courses you suggest one—a grammar school course—for boys who propose to enter a university or a professional career, and the other a modern, or commercial course?—Yes.

9667. I don't know whether the word "commercial" is the proper term; it does not seem to be a course having any special reference to commercial business?—Well, that is a term used in a loose sense, to indicate a course which would not be professional—a course suited to a boy not going to a profession, but going to some business—not necessarily to commercial life, but to some industrial pursuit.

9668. You referred to the high percentage of Irish successes in civil service examinations mentioned by Lord O'Hagan at the time of the introduction of the Intermediate Education Act. You would hardly expect that to continue after more attention was paid to education in England and Scotland?—Well, you might not expect it to continue at that high standard; but you would not expect that there would be such a drop as from 56 per cent. down to 17.

9669. But 56 per cent. is so much out of proportion to the population that you could hardly expect Ireland would be able to maintain that percentage—I don't think 17 per cent. represents a fair proportion for Ireland.

9670. It is very like it; the population of the three kingdoms is little short of 40 millions, and that of Ireland is only 4½ to 5 millions, so that 17 per cent.

would appear to be a pretty fair proportion?—Yes; but you are not to confine yourself to the population; you should take the number of persons who present themselves for the examinations from Ireland, as compared with the number from England and Scotland.

9671. We have no means of ascertaining that?—No.

9672. I think your impression was that the boys who presented themselves for those examinations were from the higher classes of primary schools, and that boys who get a secondary education do not go in for those examinations?—Yes; my impression is that they were the higher class National school boys, who had gone beyond the sixth standard.

9673. Including of course, the model schools?—Yes.

9674. How would our system affect the number going up in that way?—Well, a number of those who might have gone through that course of education now go in for the course in the Intermediate schools.

9675. Do we drain the boys from the primary schools?—Yes; I think the numbers indicate that.

9676. I see you suggest that science should be compulsory in the Preparatory Grade?—Yes.

9677. Would not that be very difficult in the case of schools that have no arrangements for preparing boys in a science?—By compulsory science in the Preparatory Grade I refer to elementary lessons in science, suited for boys of that age, such as may be got from elementary text-books—for example, an elementary course of physiography, a little chemistry, a little electricity, a little mechanics, and some elementary astronomy.

9678. You would require, of course, a teacher in each school who would be competent to teach that?—Certainly.

9679. A difficulty would arise, with regard to that, in the case of a small school, with a small number of teachers?—I think even a small school should have a teacher competent to do that. Of course you will remember that I recommended that science should be compulsory on the modern or commercial side, and that it should be optional on the other side.

9680. You say you have reason to believe that irregularities occur at the centres, which are not reported?—Yes.

9681. It is part of the duty of centre superintendents to report irregularities which come under their notice?—Yes.

9682. If a superintendent himself is guilty of an irregularity, and that irregularity prejudices any boy, is it not likely to be reported in the interests of the boy himself?—In particular cases it is; but I think often irregularities might occur, and it would not be in the interest of anybody to report them.

9683. Of course it is possible; but unless you have very good evidence of their occurrence we have no means of knowing that they have actually occurred?—No; but I say you would have means of knowing if you appointed district superintendents to pay surprise visits.

9684. I have visited centres myself sometimes, but I have no way of knowing that irregularities did not occur when I was not there?—Yes; but if the centre superintendent knew that he was liable to a visit at any time, and not only liable, but certain, to be visited, at some time or other, I think he would be more careful in seeing that everything was in proper order.

9685. As to opening papers before the examination begins, is not the rule which requires some of the boys or girls undergoing examination to assist at the opening of the papers a check upon that being done?—Yes; but if you take a package of papers—there is a line across the top here, along which a knife is to be drawn to open it, and the boy's signature—his examination number—has to be written down on the other side; it is very easy to put down a package of examination papers before a boy, ask him to put down his number, pass on to another boy and he puts down his, and—so on—you want four signatures.

9686. The package of papers has to be opened at a particular hour?—It should be opened after being inspected by the boys of course.

9687. What opportunity is there for opening any other package of papers except that required at that particular hour?—I do not quite understand your question.

9688. You suggest that, in addition to the papers opened in this way, and checked by the boys, other papers might be taken out?—I suggest that, although the boys do apparently take the papers and write their numbers on the envelope, it is quite possible that the envelope was open at the time that the boy has apparently checked it.

9689. That is, that the opening is not done in sight of the boys?—Yes.

CHAIRMAN.—But no one but the boys is present at the time.

Dr. BARKLEY.—Yes, I know that.

CHAIRMAN.—I know it now; I did not know it until Mr. Comerton stated it here.

9691. Most Rev. Dr. WALSH.—In reference to that very important matter of the security of the examination papers, we cannot overlook the fact that there is a rule of the Intermediate Board at present to secure the papers against being tampered with?—Yes.

9692. The existence of that rule shows that the Board recognises the necessity of guarding the papers against the possibility of being tampered with?—Yes.

9693. And you consider that the security is not sufficient?—Yes.

9694. I observe in the recommendation on the subject to which you refer us, objection is taken that the inspection of the papers provided for the Board is an inspection by an excited candidate?—Yes.

9695. Is it not on that account that you think especially that our present check is insufficient?—Oh, no, not on that account at all. In our own recommendation in the last paragraph on page 11.

9696. You misunderstand my question. The point of my question is this: you wish to have the inspection made by some person other than the candidates—is not that so?—I just drew attention to that as I thought it a valuable recommendation.

9697. But you wish to have this check applied by some one other than the candidates?—That is not a suggestion of mine. That is a suggestion that I drew attention to, as one I saw there.

9698. Do you not suggest that we should get in a magistrate or some such person?—No.

9699. I understood you to say so?—No; I drew attention to that, and I say that it probably contains a valuable suggestion.

9700. But you endorse the suggestion?—To that extent, yes.

9701. You think that a person not in the position of a candidate, who would naturally be somewhat excited in the circumstances, would be a much more proper person?—Yes.

9702. A candidate being naturally in a state of excitement?—Yes.

9703. And so not having his wits about him?—Yes.

9704. I believe, when an examiner goes to a centre at present, he has with him all the parcels of papers required for the whole period of examination?—Yes.

9705. And I believe it was found necessary to make that arrangement, as otherwise the papers might not turn up in time?—Yes.

9706. But on this account you consider that there should be a more independent check on these papers?—Yes.

9707. And it is your belief, whether well or ill founded, that some additional check is really necessary?—Yes.

9708. Inasmuch as our present system leaves a door open to fraud?—Yes.

9709. You have not told us, I think, how many members are in this Association—this large and important body of yours?—Over 200—very nearly 250.

9710. All engaged in teaching?—All engaged in teaching in Intermediate schools in Ireland.

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9711. You are all assistant teachers, having no direct interest in the particular manner in which the payments are made to the schools?—At present we have not.

9712. So the evidence you are giving us on this subject of examination and inspection is perfectly disinterested?—Yes.

9713. Looking only to the educational advantages of the one system over the other?—Yes.

9714. You said naturally enough that it is desirable that assistant teachers and all teachers should have a certain amount of independence of managers?—Yes.

9715. And you think they would be more independent than they are if they had some arrangement as to their salaries?—If they were registered and had their salaries of course.

9716. You do not press their independence to this point, that an assistant teacher should be in a position to hold on in a school even though the manager did not wish?—No, he should hold his appointment subject to the good will of the manager of course.

9717. But his position would be an important one, though subject to the manager?—Yes.

9718. The manager having the selection of his staff?—Yes.

9719. In reference to qualification, you do not consider that the efficiency of the teaching in our Intermediate schools is sufficiently attested by the result of written examination?—No.

9720. You consider that it is necessary to have some direct observation on that point?—Yes.

9721. Such as would be furnished by inspection?—Yes.

9722. It has been suggested to us that the introduction of inspection would lead to a greater control being exercised, possibly by the State, over the teachers than is exercised at present; I wish you now to address your mind to this point—would there be a greater or a less necessity for some independent check as to efficiency in teaching if we had inspection in addition to our present system of merely written examination—do you understand the question?—Would there be a greater need for——

9723. Would there be a greater need than there now is for insisting on a qualification of the teachers if we had inspection?—I think you could not have inspection without insisting on the qualification for the teaching.

9724. Why not?—Because an inspector would find that it would be impossible to perform his duties properly unless he was dealing with properly qualified teachers. And if he found them so, his duty would be to send in a report that they were not qualified to teach.

9725. You are now speaking of the competency, the efficiency, of the teachers. I am speaking of qualification—a preliminary qualification in the sense of their being registered in some register or other—that is what you seem to claim?—Yes.

9726 Would there be greater or less need for such a preliminary qualification being insisted on if we had inspection in the schools instead of having merely written examinations?—There would be——

9727. Perhaps you have not considered that?—No; it is a point that I have not considered, but I have considered a cognate point.

9728. At present we have no direct knowledge of whether the teachers are competent or not?—Our opinion would be, on the cognate point, the only one to which we have given consideration—that, if you introduce inspection, it will be necessary then to introduce some qualification for the teachers—that is, something in the form of a register of teachers.

9729. My view is that the necessity for a preliminary qualification is much stronger in a system where you have no inspection than it would be in a system where you would have inspection?—On the face of it it appears to be stronger, but practically ——

9730. Can you suggest any reason why it would not in reality be stronger. In our present system when we have no direct knowledge of the way the pupils are being taught, there may be some reason for insisting on a qualification for teaching, but when there is inspection, there is direct knowledge of how they are teaching — and it would seem to me, as an outsider, that in that case there would be less reason for insisting upon a system of preliminary qualification than there may be under our present system?—There would appear to be less indeed, but at the same time, in order to diminish the practical difficulties of inspection, the inspector would find that it would be more needful to have the qualification by registration than is apparent in it at present.

9731. But you consider that there is a real need at present?—Yes, certainly, there is.

9732. There are some suggestions here made by your Association about the courses, and I don't think your attention was called to them. You think that in classics and modern languages the programme should be widened considerably?—It is the opinion of the classical members of our Association—those engaged in teaching classics—that the course in the Senior Grade should be widened, and that the number of prescribed books should be increased so as to give the teacher a wider scope to teach the language on his own lines.

9733. The number of prescribed books?—The number of prescribed books should be increased, and less detail in the examination.

9734. Is it not the view of your Association that the course at present is too prescribed?—That is the view of the Association.

9735. With reference to modern languages you have a somewhat similar recommendation—"The number of set books should be considerably reduced in order to give the teacher freer scope to teach the language"?—Yes. A number of the members who are engaged in teaching modern languages are men of extensive qualifications who have spent a number of years on the continent, and they consider that the present system does hamper them considerably in prescribing books.

9736. I observe in the examinations of the College of Preceptors they prescribe no set course for modern languages?—Yes, some of our members are in favour of that, but the recommendation printed here is the one that was passed unanimously.

9737. I wish to call your attention to the rules of the Intermediate Board with regard to the subjects for which candidates must enter in the various grades, as I think you are under a misconception with regard to them. Look at page 12 of this book (*handing the witness a copy of the rules*), you have on that page the requirements of the Board as regards the subjects which a candidate may select?—Yes.

9738. You wish to have natural science specified in some way in which it is not specified there?—Yes, I wish to make natural science compulsory in the Preparatory Grade. We wish to make it compulsory in all the grades on the Commercial side, but to leave it optional on the University side.

9739. I think you will see that you were under a misconception; you thought it was specified there as a distinct subject?—Yes, I see it is not specified as a distinct subject; it might be one of four, according to this.

9740. It might be better that you should consider the matter carefully, and let us know exactly what change you wish to have made?—Yes, we want to have special prominence given to it, by putting it down amongst the compulsory subjects.

9741. I want you to consider that, and to let us have your considered opinion upon it, and send it to us in writing—a short statement of the precise nature of the prominence your Association wish to see given to science in the various grades, including the Preparatory Grade?—Yes; I shall do that.

9742. You can do that, and send it to our Secretary in writing?—I shall.

The witness withdrew.

The Commission adjourned until the following morning.

TWENTIETH DAY—WEDNESDAY, FEBRUARY 15TH, 1899.

Feb. 15, 1899.

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

Miss MARGARET MACKILLIP, Headmistress, Victoria High School, Londonderry, examined.

Miss Margaret Mackillip.

9743. CHAIRMAN.—Miss Mackillip, you are headmistress in English literature and modern languages, and manager of the business department of the Victoria High School, Londonderry?—Yes.

9744. It is a very large school, I suppose?—Yes; it has about 150 students in it.

9745. Would you be able to tell me about how many of those students present themselves annually for our examinations?—We had 59 last year. We have had about 650 passes in all.

9746. Just take one year; it will be simpler?—About 59 in 1898, and, I should say, about 59 the year before, but I am not quite certain, as I did not make up the number. It was 59 last year.

9747. That would be something more than one-third?—One-third of what?

9748. One-third of the students in attendance at your school?—It is much more than one-third, if you deduct the kindergarten and the junior departments.

9749. Take first, if you please, the number of students in your school that are within the Intermediate ages?—Within the Intermediate ages?

9750. Yes?—That would be, I should say, not more than 120.

9751. One hundred and twenty, and 59 presented themselves.

9752. Do you know about how many passed?—Oh, more than that presented themselves; that is the number of passes.

9753. How many presented themselves?—There were 70 entries, I should think, last year, or there might be 80.

9754. And about 59 passed?—I am sorry I did not make up those numbers accurately, but I did not think I should be asked for them. I think 80 were entered last year, but I know 59 passed.

9755. I think I have the numbers here: there were 10 in the Preparatory Grade, 24 in the Junior Grade, 13 in the Middle Grade, and 7 in the Senior Grade?—Fifty-nine I think there should be; there might be one or two with private addresses that might not be included in that return.

9756. You have had experience of the working of this Intermediate Act since it came into operation?—Yes, since the first.

9757. And you and your sisters have sent us in very elaborate answers to the questions that we sent to you?—Yes.

9858. We have all those before us. You received a letter from Mr. Daly asking you the points as to which you particularly wished that your evidence should be directed?—Yes.

9759. Have you a copy of your reply to that letter before you?—Yes.

9760. You say that, first, you wish to bear personal testimony of the results of the system upon the education of girls?—Yes. I have prepared a short statement; can I read it?

9761. Certainly?—Only those of us who accurately remember the state of women's education in Ireland before the passing of the Intermediate Act can fully realise what the administration of the Act has done for the development of women's higher education in Ireland. I feel, with all due deference to the opinion of other experts, that I may venture to speak with some little authority, not for Londonderry alone, but for every county in Ireland, as we have had boarders from them all, and I have had, I believe, an exceptional opportunity of judging of the far-reaching influence and benefit of the examination held under the Intermediate Act. With the exception of one or two good schools, which were probably inspired by the revival of women's education under the auspices of Cambridge University, there was absolute chaos — no system in schools, and no taste whatever for education on the part of girls or of their parents. Those were the days when "Magnall's Questions" and "Child's Guide" reigned, and when Thackeray's famous description of the Chiswick Mall seminary for young ladies might be taken as a counterpart of what the most superior girls' schools were. I may add that, when we opened our school in 1877, my suggestion that a little Latin and algebra might be good for girls was received with amusement, or rather with amused contempt—and that in Londonderry, which city is admittedly in the front rank in the Intermediate and university education of women. I claim that the Irish Senior Grade exhibitioner compares well with any student from any class of school, public or private, in England. For proof of this I refer to the long list of our own exhibitioners who obtained Girton scholarships, and who left Cambridge with firsts and seconds in various Triposes, and who now occupy important posts as mistresses in English and Irish high schools. Two of these were appointed as examiners under the Welsh Education Act, and there are only three women examiners. The operation of the Intermediate Act has sought out talent in all directions; it has furnished a most expensive education at a cost which brings it within the reach of many clever and ambitious girls who would otherwise be debarred from it. I mention especially the poorer class of landlords, professional men, Civil servants, farmers, and some business men, all of whose daughters, in the exigencies of present days, must look forward to a working life, and whose means (especially where there are large families) preclude the possibility of any adequate training for the race of life. I do not believe that any Government has ever given such splendid and timely help to a class so worthy of it and so ready for it, and I cannot find words sufficiently strong to say how great a boon it has been, and how much the women of Ireland owe to the administrators of the system for the just and thoughtful care which they have taken of the interest of girls. I feel safe to say that it finds no parallel in

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any help given to secondary education elsewhere. The Irish Intermediate system has created a desire for education, and it has produced a generation of capable, responsible, and industrious women. Further, the endowment earned yearly enables private schools not only to improve methods of work, but generally to improve buildings and school appliances, and every school manager in the country has the chance of doing this, though I must confess that it means hard work and increasing labour on the part of teachers. The operation of the system has penetrated into very remote corners. Small schools in country towns which never could support private or justify secondary State schools have arisen, and have surely been useful. I do not mean to support a theory that small schools are good, as I know that only large schools can be properly graded; but the fact remains that during the last twenty years the Intermediate Results' Book furnishes ample proof that many brilliant boys and girls have got their opportunity, as the lad of parts used to get from the little Scotch village when the master sent him proudly to the university. The system has also penetrated into the remote home in the country, and has given system and a course of study to the inevitable governess, and ambition to her pupils. In my own personal experience, there have been only two classes who have not liked to avail themselves of the work—one is that class who must have a royal road to what they dignify by the name of education, but which is really only veneer; and the other is the class who require slow and individual teaching, and who are not fitted for school-life. I am sorry that my evidence is not quite in agreement with that of some of my women friends in Dublin; but I have thought that perhaps we work for a different public, that Dublin is a wealthy city, and its girls' schools are in the happy position of commanding very high day fees, and so the schools do not require State help, and so need not conform to the more difficult conditions necessary to earn it. I do not suppose that anyone thinks that the Intermediate system is an ideal one, and there are various changes which we all most heartily desire. Personally, as the head of an established school, I have no fear of meeting any changes which may be made in the interests of education; but my individual testimony of its good effects is so strong, that I humbly trust that whatever changes the present Commission may recommend, they may be introduced gradually, so as to give masters and mistresses a chance of adjusting their work to new conditions, both educational and financial.

9762. You also wish to be examined as to how exhibitions are being used by girls?—In my experience, the exhibitions as a rule have been used either directly or indirectly by the girls to further their education. A few wealthy girls have obtained exhibitions. I have known them to be used on other than educational lines, sometimes to buy a watch or a bicycle, or even to pay for part of a wedding trousseau; but the rule is that they go to the payment of educational expenses, and in my personal experience the chief stimulus in not a few cases with senior girls in working for an exhibition was to pay for a little sister at school. I wish it had been possible that the actual money should not have been paid to the students themselves, but I certainly should not like to see exhibitions limited to poor girls, as that would leave a stigma which would detract from the honour of the exhibitions.

9763. Would you wish that a rule were made that the entire amount of the exhibitions should be applied for the education of the girls?—Through the schools?

9764. Through a school in the case of a boarding school. Have you formed any opinion upon that subject?—I have thought a great deal about it, but it is a very difficult question. We have discussed it very thoughtfully and very carefully; and if it had been begun in that way, I think it would have been better, but it is very difficult to think of changing it.

9765. Have you formed any views upon the question of inspection and examination?—Yes.

9766. In addition to those that you have stated in your written papers? It is one of the points you wish to direct attention to, is it not?—I have a statement made about examinations as a test.

9767. Yes; will you read it?—I believe that written examinations are the most searching test—perhaps not a perfect test, but the only reliable test yet devised by which we could earn a Government grant. There is no consensus of opinion in girl's schools about a curriculum even in England; if there was, we might be quite ready to throw up all that has been done in the past and try for something new, but there is really no consensus of opinion as to what is the best curriculum of work. I think that as long as examination is the open door to the universities and to the Civil Service, and as long as life is such a competition, perhaps the competitive examinations are just as good a preparation for life as anything you can devise.

9768. In reference to inspection, have you formed any views; do you think that it is necessary that there should be inspection of schools?—I have tried to follow the evidence, but I am not clear as to what inspection is. If it is inspection pure and simple, that I would feel to be detrimental to the interests of education in Ireland.

9769. I am not asking you about inspection upon the results of which money payments are to be made, but about inspection pure and simple?—I cannot see the necessity for it. I have felt that the examination test is a very searching one, and it has put the schools into such a state of competition that they really must have the most excellent work in everything, or they will not stand before the public. We find that the best of everything is demanded from us by the competition which the system has inaugurated.

9770. Do you think that there should be any practical test as to natural philosophy and chemistry at the schools?—The schools have no laboratories, to begin with, and you cannot have a practical test without a laboratory.

9771. Do you think there ought to be any test as to the pronunciation of modern languages at the schools?—If there was any possible test, I do; but I cannot find how it could be carried out. I think it would be very desirable if it was possible.

9772. To what extent would it be very desirable?—That is just the question.

9773. What, in your opinion, would be desirable?—Of course, in teaching a modern language, one would like to have it taught with good pronunciation, in order that the students could speak it; but that is such a very elaborate business, that I have come to the conclusion, that unless the girls are fortunate enough to be able to go abroad, it is nearly impossible to manage the pronunciation really.

9774. Therefore we ought not to try to test at the schools the pronunciation of modern languages?—I cannot see how it would be practicable. I have thought over whether it would be possible to have any system of dictation which would test the pronunciation, but even that would be so elaborate that, looking at all the different schools, I do not think it would be practicable. They have not demanded it under the Oxford and Cambridge schemes, and their language is much better than anything we have reached.

9775. Your opinion, then, is against any form of inspection?—Yes, I think it is. I do not know about partial inspection, as long as endowment would not depend upon it. If endowment depends upon it, I am against any form of inspection.

9776. It is not about what you do not know that I want to have your opinion, but I want to have your opinion upon anything about which you have so formed your views that you are able to express them. Are you, or are you not, in favour of any form of inspection upon which endowment shall not depend?—Upon which endowment shall not depend?

9777. Upon which endowment shall not depend. I understand that you are against any form of inspection upon which payment shall depend?—Yes.

9778. I pass now from that, and I ask, are you in favour of any form of inspection upon which payment shall not depend?—If there was any kind of inspection in order to test the good pronunciation of English as well as of modern languages, singing, drill, gymnastics, or anything of that kind?

9779. Music?—Not instrumental music but singing—if there it was practicable it would be desirable, but I do not see the practicability of it.

9780. You do not see the practicability of it?—No.

9781. Then, in other words, your opinion is against it?—My opinion is against it.

9782. In reference to instrumental music, I suppose you would not have any test at all?—With regard to instrumental music, we go in very strongly for tests from the different Boards, the Trinity College, London, and the London College of Music, and the London Royal Academy of Music, and it would be very good if those could work in with the Intermediate Board, but again, it is a very big scheme.

9783. Then are you against our having any test for instrumental music in the schools, or would you approve of it?—That again would all depend upon circumstances. It is so very difficult to see the end of it. I have thought of that, but it would mean a very very large endowment. Instrumental music is a very expensive item in a school, and if you encourage it at all I think it would want about one-half of your endowment.

9784. But without any increase of the endowment, because you may assume for a certainty that there will be no increase of the endowment. So far as your evidence is concerned, are you of opinion, upon that assumption, that there ought to be no test for instrumental music?—You would not mean that there should be given any test for instrumental music without giving some results fees or endowment in some form, would you?

9785. There is a results fee for music at present?—Yes, for the theory of music, and I think the schools would be much better without that theory of music.

9786. Then instead of introducing instrumental music, your opinion is that we ought to abolish the test in the theory of music?—I think so.

9787. I suppose you will agree that that is a strange subject to examine girls in when there is no test in instrumental music?—I think it is perfectly absurd, but unfortunately there are a great many girls who are obliged to take the theory of music.

9788. For the purpose of earning money?—For the purpose of earning money. If you abolished the theory of music I think it would be a great help to the schools.

9789. And under no circumstances ought we to introduce a test for instrumental music?—Yes, if you would give a very very large endowment for it.

9790. You may assume that we cannot do that; Parliament will not give any greater endowment?—Then there should not be any test for instrumental music.

9791. By your paper I see that you wish to be examined in reference to *viva voce* tests?—Yes.

9792. Have you anything more you wish to say with regard to that?—I think it would be extremely useful if it could be carried out, but I have considered it from the practical stand-point and I really cannot understand how it could be carried out.

9793. The next question you have mentioned is the subject of grades. What do you wish to say in reference to those in addition to what is stated in your paper which we have before us?—I think I have nothing to add to what is in the paper.

9794. Then the next subject is pass and honours?—Yes.

9795. From the paper that you have furnished I understand that you desire that we should ask your opinion as to pass and honours, by which, I suppose, you mean separate papers for pass pupils and for competition pupils?—Yes; we are very much against pass and honour courses. *Feb.* 15, 1899. Miss Margaret Mackillip

9796. Against separate courses?—Against separate pass and honour courses. That would simply double the work; it would double every class that we have, and, perhaps, treble them; but we should like to have pass and honour questions, which would be a different thing I understand.

9797. Do you mean two sets of questions on the same paper, distinguishing one set as pass questions and the other set as honour questions?—Or even if they were not distinguished, one being an easier set, and the other a more difficult set, something to give the pass pupil a chance and the honour pupil, but by no means to have honour and pass courses, if I may distinguish them in that way.

9798. Are you of opinion that the papers, as at present set, are too difficult for the ordinary pass pupil?—Yes; we think they are much too difficult.

9799. There seems to be a consensus of opinion upon that point?—Yes, that seems to be the one point upon which everybody is agreed.

9800. You desire to say something as to the value of the exhibitions, and the conditions of tenure?—I have given evidence that the exhibitions have been very well used, but at the same time I think they are too valuable.

9801. What sums do you think ought to be given?—The money is very valuable; it goes a good way now-a-days.

9802. Would you begin at the Preparatory Grade? Are you of opinion that there ought to be any exhibitions in the Preparatory Grade? If you have not considered that question do not answer it.—I think we have given in our evidence here that we would like to see the Preparatory Grade moved up a year if it is to be kept at all, so that there should be only four examinations.

9803. By "moved up a year" you mean that no student under fourteen years of age should be eligible?—Under fifteen, and have only one chance in the Junior Grade. That was our deliberate opinion after most carefully thinking over it.

9804. Then what about the value of the exhibitions? What do you think the amount of the exhibitions ought to be in the Preparatory Grade?—I think they are too valuable in the Preparatory Grade, and it would do, perhaps, as well without them.

9805. Then you would have no exhibitions at all in the Preparatory Grade?—No competition, simply a qualifying examination.

9806. What should be the value of the exhibitions in the Junior Grade, in your opinion?—I think we state that it should be £10, one half of what it is at present.

9807. Would you approve of the exhibitions in the Junior Grade being for one year only?—No. I think it is much better that they should be carried on, because it gives the students a stimulus to go on and to know what they can do in the future.

9808. What do you think should be the value of exhibitions in the Middle Grade?—£15.

9809. And that they should be held for two years, also?—Yes, for two years.

9810. And what should be the amount of the prizes in the Senior Grade?—£25.

9811. The last matter you have mentioned in this paper is the substitution of botany for theory of music?—I beg your pardon, but may I say that all of our suggestions, with regard to reducing the value of exhibitions, were contingent on the exhibitions being increased in number. We have gone on the principle that they go to pay, as a rule, for education, and that it would go over a larger field of usefulness if there were more exhibitions.

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9812. Do you think the number of exhibitions ought to be increased in the Junior Grade?—Yes, in all the grades.

9813. You do not think that even at present we go down too far into mediocrity in awarding our exhibitions in the Junior Grade?—Perhaps, looking at it from the educational point of view, they are low, but I am looking at it from the point of view of what will help such girls as I spoke of in the beginning of my evidence, those who use them really for free scholarships, a kind of free education.

9814. But looking at it in an educational point of view, do you suggest that we should increase the number of exhibitions in the Junior Grade?—Perhaps it would be different looking at it from that point of view.

9815. I am trying to look at it in an educational point of view?—I am looking at it rather with the object of giving the greatest good to the greatest number.

9816. Do you wish to say anything else with reference to exhibitions?—I think that is all.

9817. Then as to the substitution of botany for the theory of music. What suggestion do you make in reference to that?—Perhaps I may best explain it in this way, that in making up the number of marks a girl is to go in for she is obliged to take one of those subjects, and she will certainly——

9818. One of which subjects?—Theory or botany.

9819. That is, theory of music?—Theory of music or botany, or domestic economy, and in making up the total she must take theory of music, because it has the largest total of marks—larger than botany, and, therefore, botany is squeezed out altogether. We thought that if theory of music was quite done away with, and botany raised to what theory of music at present is, it would encourage one science at least.

9820. Raise the marks in botany to the present marks in theory of music?—To the present marks of theory of music.

9821. Are we to lower the marks in theory of music then? For example, which grade will you take?—I think we have that in each of the grades

9822. Take any one of them?—In the Junior Grade the theory of music should be excluded, provided 500 marks be assigned to botany instead of 300.

9823. Five hundred instead of 300?—Five hundred instead of 300. In the Middle Grade the same—that theory of music should be excluded, provided the total for botany be raised from 300 to 500. In the Senior Grade, that theory of music be excluded, provided that botany be raised to 500. The principle of that is, that it would compel them to take botany where they take theory of music now, because they cannot help it. Girls who have never struck a note of music in their lives are obliged to take theory of music, and we think that that is rather a bad thing, educationally.

9824. Of course, you recognise that the number of marks allowed in our programme almost dominates the choice of subjects. You have given a very good instance of that?—Yes. But it is a very elastic programme, and if a teacher has discretion there is a very good choice. The only thing is, that sometimes there is a trouble about girls having to take what we call these less important subjects. May I give an instance?

9825. Certainly?—Last year we had a girl in the Senior Grade who had all through taken Greek, Latin, mathematics, English, and one modern language. We have a girl the same this year. Yet those girls are at a great disadvantage compared with girls who take domestic economy instead of Greek.

9826. Which girl has the advantage?—The girl who takes domestic economy has the advantage in getting an exhibition; she is more likely to get it, but the other is the better girl educationally. That, we think, is a great grievance.

9827. Why can she get an exhibition better by taking domestic economy?—In domestic economy she can make honour marks which will count for the exhibition easier at one hour's work per week than she can make at three hours' work per week in Greek, for a pass in Greek—if that is clear.

9828. In other words, she is not able to study Greek sufficiently to be able to get honour marks in Greek?—In the same amount of time, and therefore she is tempted to take domestic economy instead of Greek. The girl I spoke of failed in getting an exhibition last year, and girls who took domestic economy and two modern languages rose above her, but yet when she went into the Royal University she got into the exhibition list as much beyond them educationally.

9829. Naturally a young lady selects subjects that will carry the most marks?—They must do that; in a case like that, which I have mentioned, it is rather important.

9830. I have asked you everything that is mentioned in your letter. Is there anything else you wish to add yourself?—There is the question of health. I was anxious to speak about the health of the girls. I thought that in order to be able to give proper evidence about that the best thing I could do would be to go carefully over the names of all our girls who during the first ten years passed the Intermediate. I think there were about 130. I took them name by name. We naturally had lost sight of a few of them, but I have been more or less in touch with them all, and know most of them quite intimately. Of those girls a few are at home in the old-fashioned way, but by far the larger portion are either married, with young families growing up around them, and others are working women—teachers, missionaries, nurses, musicians, civil servants, or in business, and there are not ten out of that 130 other than vigorous and healthy members of the community. And of those that I have marked as delicate there might perhaps, be two that I would say should not have studied so much. I have also reviewed every exhibitioner from the first day until the present, with the same results. Of course, that is only a rough outline, but it is as reliable, I think, as anything that is given without statistics on the subjects.

9831. I stopped you when you were about to refer to the number of young ladies that had passed the Intermediate from the commencement of the operation of the Act to the present. Do you wish to say anything about them?—No. I thought that that was what you meant when you asked.

9832. State anything you wish about that point; I assure you I do not wish to stop anything?—About 650 girls passed, I think—not girls, but 650 passes, about eighty exhibitions, I think, and 45 retained exhibitions, and we had some medals. In fact, we have been quite as hard-working a school as I suppose any in Ireland, but we have not found it pressing so desperately as some appear to have done.

9833. I think there may be a little ambiguity about that phrase, "650 passes." Do you mean passes in particular subjects?—Oh, no, no.

9834. Six hundred and fifty girls?—No; 650 grades. That would not represent 650 girls. There have been in the different grades 650 passes, but I suppose you would divide that by three to get at the number of girls.

9835. I understand; you mean that the same girl may pass in successive years in three or four grades?—Yes. But you will find 650 names in the Intermediate results.

9836. Is there anything more you wish to state that I have not called attention to?—No, unless just one thing—that we should hope for a little less work, although I do not complain of it very much; still I think a little less work would be an improvement.

9837 Do you think that our rules and programme, as framed, throw too much work upon the teachers, and too much work upon the students?—I think it

is much worse for the teachers than for the students, if the teachers do their duty. At the same time, I think that the girls could do with a little less work. They have music to do, and they have different interests from those of boys. I compared our time-table with that of some of the best English high schools, and I found that they make eighteen hours' work a week, whereas we, perhaps, take—I should think we should take twenty-five hours in the week. That is rather hard when you consider practising and studying in the evenings, and all that.

9838. Is your school a boarding school?—Oh, yes; a large boarding school.

9839. Does that twenty-five hours include——?—I am only speaking of class-work.

9840. That is just the question I was about to ask you. Does that include the hours necessary for preparing for the class-work?—By no means.

9841. How many hours on an average would it take to prepare for those twenty-five hours' class work?—We see that there are two hours free for walking, and recreation, hobby, and all sorts of things, and as a rule we have two and-a-half hours or three hours, but one hour of that would be for practising, so that it is practically about two hours.

9842. Would you like to have longer time for recreation, or is your ideal two hours' recreation in addition to the time at practising?—That is all we can do now. I should like to have three hours' recreation.

9843. At present, and during the past few years, you are only able to give two hours' recreation?—That is all. We have from nine till one o'clock class work, then an hour for dinner, and then we have some lighter work from two till three o'clock—drawing, Latin, and such things, I do not mean to say that Latin is light work, but fewer students take it. Then we have from three to five o'clock all free.

9844. I suppose I may ask you, do you consider two hours' recreation a day for a young lady in a boarding-school sufficient?—No; I think it would be better to have more time.

9845. If you had to fix a time yourself, irrespective of rules, I suppose you would give more time—a great deal more time?—I should say that we give more time than that. We take about half-an-hour or three quarters of an hour just late at night.

9846. But whatever the amount is, you are not able to give as much as in your opinion would be right?—We should like another hour.

9847. You would like another hour. Would you not like more than another hour?—No; I think another hour would make it almost right for us.

9848. For young girls, would you not like something more than another hour—for girls in the Preparatory Grade?—Sometimes they do get more. I am speaking about the very strongest students. We are fortunately situated in that way; we can let them run in and out as we are in the country, and that makes a difference.

9849. O'Conor Don.—I think you said that you were in connection with the Royal Academy of Music?—We are examined by the Royal Academy of Music and the Associated Board of the Royal Academy and the Royal College of Music.

9850. How is that examination carried on?—They have two examinations which we go in for, the Junior and the Senior, and they are conducted much in the way that any other Board conducts examinations. They send examiners to Londonderry, and if we have sufficient numbers, they go in for the examinations. There are examinations of the London College of Music, Trinity College, London, and the Associated Boards, all of which we go in for.

9851. Are you in connection with the Academy of Music here in Dublin?—They do not give any local examinations, I think.

9852. I think they do?—Do they?

9853. You have not been connected with them?—No.

9854. Have you to pay for these examinations?—There is a pretty good fee which I suppose is supposed to cover the expenses.

9855. What is the fee? Do you remember?—I think the fee for the Trinity College examination is one guinea, and for the others the fee is two guineas, but I would not be quite sure about that.

9856. For each pupil?—For each pupil. Of course the fee of the pupil is supposed to cover all the expenses, and then they send an examiner down. May, I think, is the usual month.

9857. Do the examiners examine each individual pupil?—Yes, they give about 20 minutes to each. It is a most difficult examination under the associated Boards; it is called the "Local," it has so many names that it is hard to know them all, but it is called the Associated Boards' Local Examination. and, I think, it is the most difficult examination outside London that they give. We have gone in pretty strongly for that, but it is too difficult for school-girls, although we have had a good many successes.

9858. Do they send an examiner for any number of pupils, or must you have a certain number?—I think we must have seven or eight or something like that, but we have always been able to get an examiner.

9859. Rev Dr. Todd Martin.—On that subject of long hours, I have here a report on the Prussian system, and if you take the programme for the reformed gymnasia the junior classes have 25 hours a week, 29 hours a week, 30 hours a week, and to this three hours are added for drilling and gymnastics—three hours a week to each class from VI. to 1A, and singing, two hours a week?—In addition to the other?

9860. Yes?—That is much more severe than ours.

9861. That is the State regulated system of Prussia?—Yes.

9862. Of course you would like a girls' school to be somewhat less pressed than a boys' school?—Yes. The music makes such a very great difference, so much time is taken up by it. Perhaps in one sense that is a relief to them, but it certainly takes up time.

9863. You are distinctly opposed, I think, to distributing the aid to schools otherwise than by a general written examination?—Yes. I am entirely opposed to any other system.

9864. Do you think that to distribute it on the report of an inspector would be satisfactory?—Not in the peculiar state of Irish schools and Irish education. I think it would not be satisfactory.

9865. Suppose we were able to take all the schools and shape them after our own ideas. You would not object to inspection as a means of distribution of the grant then?—If they took them over and financed them entirely I would have no objection to them then.

9866. You cited a case in which a girl taking domestic economy had an advantage over a girl taking Greek?—Speaking of exhibitions?

9867. Speaking of competition for exhibitions?—Domestic economy seems a very hard subject for passes, but it presses hard on exhibitions.

9868. Your idea is that you would exclude the marks in domestic economy from the total for exhibitions?—That is what we were thinking—if it would be possible not to allow it to them to count for exhibitions.

9869. You see domestic economy gets only 500 marks and Greek gets 1,200?—It is easier for a girl. I do not know how it would be for a boy, but it is much easier for a girl to make 400 marks on domestic economy than it is to make 300 on Greek; and allowing, we will say, five hours' work to the Greek and one hour's work to the domestic economy, I think that this is a clear proof that a girl must take to domestic economy if she requires her exhibition.

9870. Does not that indicate that domestic economy should be more severely examined?—That would come

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to the same thing. But if the girl who is to go to the Royal University takes Greek, Latin, mathematics, and English, I think they are very hard subjects.

9871. Have you formed any opinion on a question that has been before us here as to whether we should or should not publish the list of results as we do now?—I have thought it over. Of course, reading all the evidence, I have carefully looked over that. Is it in view of lessening the competition?

9872. For any reason, because that was the view presented to us here?—I do not think it would lessen the competition in the least degree. I am afraid we would all just go on as now. Now that it has started it would not do any good. There is no doubt the competition is very severe; it is a national competition, and it is hard to look forward every year to keeping up with everybody, and if that plan would so lessen the competition—if there is any chance of doing it—I would be very glad to see it adopted. I would be glad of anything that would lessen the competition, but I cannot see that that would.

9873. Suppose the exhibitions were given on a certain grade of merit and not by competition of student with student; would that tend to lessen the competition?—I do not think I understand.

9874. Suppose everyone reaching a certain percentage—say 80 per cent.—got an exhibition, would that lessen the competition—that is, give your exhibition on the status of the student absolutely and not relatively?—I rather think it would, but it is hard to say.

9875. I do not wish to pursue the question?—I think I would like that plan better than the present.

9876. Dr. BARKLEY.—I believe special encouragement is given to the education of girls in Londonderry by scholarships offered by the Irish Society and by some of the leading London companies?—Yes, we have got a little assistance in that way. I was the means of getting all that done myself. We have some very valuable scholarships in connection with Girton—the most valuable, I think, that there are, perhaps, in the three kingdoms, and we have some in connection with the Royal University, and a few at the National Intermediate.

9877. These are only open to girls educated in the City or County of Londonderry, are they not?—Some of them are for the County and some are for the City, but they are all only for within a certain radius—that means the girls must be educated there; three years is the limit of the Girton Scholarship, two years for the other, and one year for the Intermediate.

9878. I see in the paper with which you have furnished us you complain of an evil which has sprung up, viz., the excessive lowering of school fees, and you suggest that the Board might be able to do something in that direction. What do you think the Board could do in that direction?—I do not know; I really have thought of it from every point of view, and I cannot see that the Board can do anything.

9879. How is this lowering of school fees brought about?—It is brought about by the development of the taste for education, and I suppose the competition which the schools have with each other; I think that that must be it. You see they must have the pupils if they are to obtain an endowment, and they must lower their fees to get them, and so on.

9880. If schools are requested to lower their fees for a particular pupil do they generally yield to that request?—I do not know about that; I did not mean that; I meant the general lowering of fees.

9881. The general lowering of fees all round?—Yes. It just amounts to this, that the public have got an enormous benefit, and a good deal of it is at the teachers' expense. I suppose that that is only natural under the circumstances, and I cannot say that the Intermediate Board is responsible for it. It seems to be a natural outcome of what has been done. If there are any changes which the Board could make to help that we would be only too grateful.

9882. We have been told in the evidence of an agreement come to by a number of lady teachers to stop anything on their own part which would have a tendency in that direction?—Yes; there was a paper sent round, but I for one did not sign it, for this reason, that I do not know whether I could possibly keep it or not.

9883. You think there would be a difficulty about carrying out any such agreement?—Yes. I think there would be a great difficulty under existing circumstances. I would have been only too willing to agree, but I think it was a false thing to do, and think that in the nature of it—in fact, I know—could not be carried out. It seems to me that the lowering of fees is just the natural consequence of so many schools wanting pupils. It has almost come to be a national question.

9884. I suppose the lowering of fees rather affects pupils all round than any particular class of Intermediate pupils?—It affects pupils all round I should say.

9885. There is no special advantage given to pupils who are expected to be exhibitioners?—No, I would not say that. There are some very fine scholarships for them.

9886. Scholarships founded for them?—Yes.

9887. You gave us some statistics as to the health of girls. Your experience seems to be, on the whole, very satisfactory. I suppose, while you regulate the number of hours' work at the school, you have great difficulty in controlling the number of hours' work of the day-girls who work at home?—I find that they do not work so hard as boarders on the whole, and then we have the control of the boarders, and we can do what we think is best for them. I do not think we have been an excessively hard-working school, although we seem to have done very well, but we have always made the health of the pupils a very strong point in every way, and we have often sacrificed to that.

9888. You do not think there is any tendency on the part of girls who work at home to work excessively long hours in the hope of gaining exhibitions or anything of that kind?—I do not know; I think that girls who think they will get exhibitions will work hard, but I do not think that anybody other than the parents can control that, and I have found that the parents are very frightened indeed about that; I do not think they would let the girls overwork themselves; as far as the parents are concerned they are very careful.

9889. Do any of your girls take drawing for the Intermediate?—Yes. We work with the Science and Art Department, our girls go to the Science and Art for the Middle, Junior, and Senior Grades. We used not to do it. But the only difficulty is that the courses do not quite coincide. The South Kensington courses are not just the same as the Intermediate courses, and then naturally they do not let them stick to the Intermediate courses. If the courses coincided it would be better; it would be easier to manage.

9890. I think it might be possible to arrange that by consultation between the two Boards?—We think it is so difficult.

9891. Do the girls who take drawing find that the change to that sort of work is a relief from the other work?—Yes, I think they do; they like it very much. But, of course, it is just like every other subject when it goes to the length of the Senior Grade, unless a girl has a gift for drawing it is no good to attempt to get it up. Then they have to have recourse to domestic economy to make up the marks, and we do not like that.

9892. Do you think that domestic economy as it is taught in the schools is really a very desirable subject to have in the programme?—We cannot say it is a very desirable subject for passes.

9893. As regards the education?—It is not a very bad subject. I think it sets the girls thinking about

household things—sanitation and all that. They get very keen about those things; it is very good for that.

9894. We have had a suggestion made that domestic economy was put into the course in substitution for human physiology, and that the change was rather a change for the worse?—I do not teach the domestic economy myself, but I have been asking a good deal about it, and I think my opinion is that it is not a bad subject. It is rather useful as giving them a notion of observing things. We call it a trifling subject; it does not take a great deal of time.

9895. Is there not a very large amount of memory work in connection with it as it is taught?—I suppose there is.

9896. Most Rev. Dr. WALSH.—We were told here by one of the witnesses that in order to succeed in that subject of domestic economy a girl had better set about learning—I think it was 200 or 300 recipes in cookery—learning them off by heart. Do you think there is much educational value in that sort of thing?—I do not think that there is any.

9897. Do you think that this feature of the programme should be retained?—It is difficult to say on account of the passes; it would lower the passes immediately unless you substitute something for it.

9898. How would it lower the passes?—There are a great many girls who in order to make up the number of subjects to pass in must take up domestic economy.

9899. We have to remember that making up a certain number in order to get a pass is not the end of education?—Have you not made it the end of education?

9900. I am asking your opinion of it: do you think it is a desirable end?—No.

9901. Do you not think that the result of our present system is to make this the end of education in the schools?—In the particular instance of making marks. But may I suggest a way of getting very easily out of that?

9902. Surely?—To allow girls or boys—or I had better confine my evidence to girls—to allow girls to pass in English, modern languages, and two other subjects; do not ask them to arrange about the marks at all. Let it be as it is in the Cambridge examinations—prescribe two subjects and then give two or three optional subjects, but do not confine them to a certain number of marks; it is those dreadful marks that make them hate this subject.

Most Rev. Dr. WALSH.—"Dreadful" is a strong word to use in reference to a fundamental point in the existing system which I understood you to praise so highly.

9903. Dr. BARKLEY.—The total of 1,000 marks for the other two subjects to be passed in—that is the difficulty, is it?—I suggest not making a stipulation about the total at all.

9904. To strike that out altogether?—Just so.

9905. And simply have two other subjects?—Yes, to allow them to merely pass in, let us say, Latin and English—well English is always obligatory, let them pass in any other two subjects in the programme.

9906. Most Rev. Dr. WALSH.—Important or unimportant as they may be?—Important or unimportant.

9907. I did not quite understand the difficulty that you called our attention to about one of the girls who was obliged in some way to take up Greek?—The difficulty is this—a concrete instance will explain it best. Last year we had a girl who took for her Senior Grade, Greek, Latin, English, one Modern Language, and Mathematics. That is the most difficult course a girl can take.

9908. Why did she take it up?—She wanted to go in for university work. She was a clever girl who could do those things, yet she did not reach the exhibition standard in the Intermediate, but when she goes in for matriculation honours she goes ahead of all these other girls and gets an exhibition in the Royal University.

9909. How did she fare in Greek?—Oh, she did not fail in Greek.

9910. How did she fare in Greek?—Very well.

9911. And in Latin?—Very well.

9912. And she did not fail in any subject?—No; she could not reject any of the Mathematics, because she was strong in Mathematics. But if she had taken domestic economy instead of Greek I dare say she would have been in the exhibition list.

9913. That is in the Senior Grade?—Only in the Senior Grade. And this year we have a girl just in the same state; she is working in these subjects that I have named, and she will have to work very very much harder than the girls who do not take them.

9914. Does this girl of whom you have spoken figure in our published lists as being from your school?—Oh, yes; she was top of the prize list, I believe—at any rate pretty well up in the prize list.

9916. Without mentioning names will you kindly tell me the number there (*handing Results List to Witness*). I want to understand the case, and we had better get all the facts before us?—She passed last year—that is, 1897; she took the Royal University in 1898.

9917. CHAIRMAN.—Did you say she got a prize?—I cannot remember just at the moment, but I think she did.

9918. Most Rev. Dr. WALSH.—I merely want to take a note of the case if you will tell me which it is?—The number is 9515.

9919. Now in reference to music. I understand you to say that it would be better to strike music out of our programme altogether than to continue it in the way in which we have it at present?—That is our opinion. Supposing there was a little more encouragement given to the subject of botany——

9920. But leaving botany out of the question for the moment: why omit such a subject as music from a girl's education?—My reason is that it is very difficult to give a test—much more difficult than what is required for any instrumental course which we go in for.

9921. I do not quite understand. What is it that is more difficult?—The music that is given by the Intermediate Board.

9922. That is exclusively theory?—Yes, theory.

9923. You think that it should be made easier, I suppose?—No; I think that only a girl who wishes to be a musician need take that at all. It would be better if that were excluded.

9924. Do you not think that it is very important that all girls learning to play the piano should know something of the theory of music?—They can learn that in connection with the examinations for the practical music.

9925. But you think that we should have no examination in practical music?—No, not you, the other Boards.

9926. Why should not we have it, as well as the other Boards?—If you give a very large endowment I do not object in the least.

9927. Suppose we give the grants to which it is entitled in view of its importance as a subject in girls' education: I am really at a loss to understand what you mean by saying that music should be struck out of the list of subjects for girls?—I have not said that in connection with other examinations, but only in connection with the Intermediate.

9928. That distinction I thoroughly fail to understand. Let me put it to you in this way. I believe that you have in your school an examination in instrumental music?—We go in very strongly for good music.

9929. Where do you get your examiners from?—From London.

9930. Would it not be much cheaper to get them from Dublin?—We do not find any trouble about that.

9931. But you pay one guinea or two guineas for the privilege, and you say that you would rather that the test should not be applied by our Board from which you would get it for nothing?—The test which is applied is one which is a very high test—that of the

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Associated Board and the London Royal Academy of Music: we have gone to the highest that we can go to, and I think we would like to stick to that.

9932. You do not object to it in itself, but you object to have it done by the Intermediate Board?—As a subject which would entail more work in the programme.

9933. In place of music you would substitute, I think you said, botany?—Yes. That is merely an arrangement for marks.

9934. Would you have any practical examination in botany?—Yes. Of course I should like that we should never attempt it at all unless we could do it practically.

9935. And how do you think a practical test could be applied in botany?—In the way in which it is done in English schools, I think.

9936. In England there is no question of distributing public money on the result of a competitive examination. Do you not see the difficulty; it has been pointed out here several times that if specimens were sent out, say, from the Botanical Gardens at Glasnevin, everyone in the country would have a means of knowing what the subject of the examination was to be; the gardeners about the Gardens would know it; the children who live in the neighbourhood would have a very special advantage, as they could take a walk round the Gardens and see it for themselves. Do you think that a thing of that sort would work in our system?—I do not suppose that that would do, but I had not thought of that.

9937. You had not thought of that?—No. I think that if botany was taught you should make the best arrangements you could so that we should not find out the subjects.

9938. There is a passage in your written evidence upon which some very strong comment was made here, and I think it is only fair to give you an opportunity of explaining it. You say, "Without a liberal and guaranteed endowment inspection would mean financial ruin"?—Yes.

9939. In what sense? Why should inspection mean financial ruin to a good school?—I have also said that it is not a personal thing.

9940. Why should inspection mean financial ruin to any good school?—I presume that in the matter of inspection, it would mean buildings, would it not, and all arrangements of that kind, and the Intermediate has called into being a class of private schools, and those schools have not the means, and cannot find the means to provide the buildings, and they depend from year to year on the results fees.

9941. Have those schools not suitable buildings for the work they have to do?—They have suitable buildings for the work they have to do, but they have not ideal buildings.

9942. But inspection would be a means of ascertaining whether a school had suitable buildings for its work, suitable equipment, and an efficient staff. Why should inspection such as that mean financial ruin to any good school?—It depends on what you mean by "suitable buildings." If it means, we will say, a fairly well-equipped school or house, but which cannot compete with some very grand grammar schools——

9943. I am not speaking of competition; I am speaking of the financial ruin that you say would be entailed by a reasonable system of inspection in a good school?—I think it would be financial ruin.

9944. You think it would be?—Yes, I do. Unless you took over all the schools, and made State schools of them, and financed them, and ran them entirely, it would mean financial ruin.

9945. In other words, you think that the schools are not in a condition to stand inspection?—I think that some of them may be.

9946. Those are schools to which we are giving large sums of public money, and they are not in a condition to stand inspection?—I cannot say that, because I do not know. I have only a personal knowledge of my own school; I myself am quite willing to stand inspection.

9947. Do you know any schools to which we give money in which inspection would mean financial ruin?—May I put it in another way. I think it would be a very important thing that there should be a Government inspection of the sanitary condition and equipment of schools such as the Secondary Commission in England have advised, but I do not think that the Intermediate Commissioners should give the money on that inspection.

9948. I am not speaking of giving money. I was anxious to give you an opportunity of explaining this, as a very strong comment was made upon it by a witness who was examined in the early days of the Commission. It is not a question of giving money; it is simply a question of the meaning of this statement. In what sense would inspection—a reasonable system of inspection, I put it in that way—mean financial ruin to a good school? If you wish to withdraw the statement——?—I do not wish to withdraw it.

9949. You still think that inspection would mean financial ruin?—I will not say that the schools are not in a condition to bear inspection, but inspection seems to me to mean so much more than that. If I understand it, it means examining the methods of teaching, and that would altogether depend upon what the ideal of the inspector was. He may want very magnificent school buildings and all the rest of it. If I knew exactly what an inspector wanted or what would pass the inspection it would be different.

9950. You have given a very good test yourself. You spoke of the kind of inspection recommended by the Secondary Education Commission in England?—They recommended an inspection from house to house.

9952. Do you think that an inspection of the sort recommended by the Secondary Education Commission would be good?—I think that sort of inspection would be good.

9953. And that it would not involve financial ruin to a school?—No; I think that that would not involve financial ruin to a school.

9954. Rev. Dr. TODD MARTIN.—Will you make clear to me what your view is. You think that an inspection with regard to the sanitary condition of the schools would be very proper?—By the local sanitary authority it would be very proper.

9955. Would you leave it to the local sanitary authority?—Yes. I understand that the Commission on Secondary Education of 1895 have recommended that for England, and I think that that would be a very good thing for Ireland—but not to pay the endowment upon that. The Government should inspect for sanitation; it would be outside the province of the Intermediate.

9956. There is another side of the matter. As I understand you, you think that the inspector might have very large notions as to the buildings and the equipment and the teaching staff of a school?—Yes.

9957. And that that would be unjust so long as the Government gives no help to private venture schools to provide buildings and equipment?—Yes; that is my position, that as long as the Government do not pay for the buildings, and do not finance the day fees of the school it is an unfair position to put an inspector on, who may recommend a magnificent building at the expense of the school which has done perhaps much better work than one of more modest equipment.

9958. Therefore you think that as far as the results fees are concerned, it is sufficient for the Board to see that there are presented to their examiners efficiently instructed pupils?—Yes.

Rev. Dr. TODD MARTIN.—That I understand.

The witness withdrew.

Mr. JAMES SHAW, B.A., Vice-Principal, Belfast Royal Academy, examined. *Feb.* 15, 1899.

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9959. CHAIRMAN.—Mr. Shaw, you are Vice-Principal of the Belfast Royal Academy?—Yes.

9960. And you are also Headmaster of the Classical School in the Academy?—Yes.

9961. And I think your teaching of schools extends over as many as thirty-eight years?—Yes.

9962. You have been appointed by the Principal and masters of the Royal Academy in Belfast to attend here and give evidence before us as to the working of the Intermediate system?—Yes. Should I give the reason for being here instead of the Principal?

9963. No, not at all; you represent the Academy. Now we have your views in the printed paper that you returned to us, and I have a letter from you in reply to a communication from our secretary as to the exact points as to which you would wish to be examined?—Yes.

9964. The first matter that you state you would wish to be examined in reference to are the observations in your paper upon Part I., No. 2, regarding inspection?—Yes.

9965. Now we will be glad to hear what you have to say in reference to that?—My observations on this section were written with the aim of deprecating the introduction into Intermediate schools of oral examination on which the earning of results fees should be contingent. My reference to National schools is too vague. The words in question are directed against the principle of the payment of results fees—against the system of making the payment of results fees depend on oral examination by an inspector. I desire to modify the words as follows:—First, my knowledge of the way in which pupils of the age of fourteen to sixteen coming to us from National schools have acquitted themselves at Intermediate examinations in arithmetic and Euclid and algebra leads me to infer that those subjects are well and carefully taught; secondly, the sons of National school teachers who have been taught Latin at their own homes with no fear of inspection have, when they joined our school, been in the past and are at present among my best pupils; but, thirdly, when pupils coming from National schools at the above ages begin Latin their progress is generally slow and difficult. I have been led to think that in preparing their pupils for the inspectors' examination in subjects which, like history, mostly appeal to the memory, teachers are forced into methods from which they themselves would gladly be relieved. My aim is to avoid being cramped and fettered in the training of young pupils in the subjects of Latin and Greek by being forced to get up points for the edification of an inspector. I have added some few notes to prove that inspection is superfluous in Intermediate schools.

9966. Will you let us have them if you please?—A written examination is not perhaps a perfect test of knowledge, but it is a sufficient test. There is therefore no need to supplement this method by one very much less satisfactory and very much less trustworthy. If the scales of the written examination give a boys' weight in pounds, I do not think that an oral examination is necessary to determine whether he is a few grains weightier or lighter. Secondly, inspection of classes below the age of the Preparatory Grade is not only unnecessary but may be mischievous by interfering with the slow and careful training of this class of pupils for entering the Preparatory Grade. Thirdly, your inspection may not be punitive, otherwise you will strike down the weak and struggling schools in small centres or in wide country areas, the very class of schools which the fostering benefits of the Intermediate created, and the continued existence of which depends on your bounty, which has brought Intermediate education within the reach of youths whose means will not enable them to remove to large centres for their education. Fourthly, it has been urged I think that inspection will be useful to ascertain how physical science, for instance, chemistry, is taught. I reply that the teaching of physical science is a waste of time, without the accompaniment of practical work, and no student should be admitted to a written examination in physical science without a certificate to this Board that he has had practical training in the subject, which he has selected for examination. Fifthly, modern languages. Where the pronunciation of a modern language can be taught I am sure that this important adjunct will not be neglected. Where pronunciation cannot be taught an inspector cannot be expected to prolong his visit so as to correct the defect. He is, therefore, useless except in a punitive sense.

9967. You have nothing more to say in reference to inspection?—No, not with reference to inspection.

9968. I wish to see that I quite understand you. You think that inspection would not only be of no use, but that it would be mischievous?—It would interfere with the free and unfettered teaching of the very classes, of those pupils below the grades, which we are carefully training with slow and careful teaching in order that they may enter the Preparatory Grade with advantage.

9969. And, therefore, it would be not only useless but mischievous?—In so far as it would have a tendency to tempt the teachers to direct their teaching to mere points of syntax, say the subjunctive mood, for a class of children who might get questions on that, but who are not fit to get up the declension of irregular nouns and the conjugation of irregular verbs—categories of questions that an inspector might make up.

9970. Your opinion, no matter how it is founded, is that inspection would not only be useless but that it would be mischievous?—To that extent.

9971. Certainly?—To that extent.

9972. Do you advise that we should not make rules insisting upon inspection? I understand that you think that instead of doing good they would do harm?—Certainly.

9973. I merely want to understand your views?—Quite so. Not generally, but oral examination upon which the payment of results fees would depend.

9974. I quite understand that. Now, supposing that the payment of results fees is not to depend upon inspection; are you then in favour of it or are you against it?—Well, I think that two or three inspectors to tell the Board how their schools are doing throughout the country, putting the Board in touch with them as regards the buildings and other matters, that would not be a bad thing.

9975. In reference to buildings in the first place?—And sanitary arrangements.

9976. Anything else?—And the efficiency of the staff and so on.

9977. Of course you would not like them to direct their attention to the modes of teaching?—I do not say that a teacher should not take hints, but I should prefer to teach a class in the presence of an inspector rather than permit an inspector to examine the class.

9978. I am not speaking about examination now; I am trying to ascertain your views Do you think that the inspector ought to be instructed to hear a class taught by the master in his presence?—I see no objection to it.

9979. You have no objection to that?—No.

9980. But in reference to modern languages; do you think the inspector ought to hear the class pronounce French and German?—Oh, yes, I think he should.

9981. I take it that the result of your evidence really is that what you object to is not inspection *per se*?—No.

9982. But inspection upon which money payments would depend?—Yes, or punishment for what cannot be mended.

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9983. Now a suggestion which bears upon inspection has been made during the examination of some of the witnesses, that if a school is in a very bad state, such as the staff being insufficient or that the modes of teaching are bad, and that if those matters are not set right after a sufficient warning, the Board ought to have power to prevent that school from presenting students for results fees. Of course you would not approve of that?—I think not. Your Board has defined a school as being wherever ten pupils can be collected.

9984. Yes?—Well, I would not like to express a very definite opinion as to how far it might assume powers to dissolve such a school. If it were an utterly insanitary place it should be dissolved.

9985. I am not speaking of sanitation now; I am speaking about methods of teaching?—Wherever ten pupils are gathered together they can earn results fees; that is all that is necessary.

9986. That is the great object to be looked to—the earning of results fees?—I do not think it is, by any means, but that is the definition of a school at present.

9987. I am aware of that, but one question is whether that ought to be altered, and another whether there ought to be rules authorising inspection of schools? —If that were altered it would deprive neighbourhoods in country areas and small centres of the very benefits intended to be given by the Intermediate. Therefore I would not like to punish or deprive such places of such benefits as they at present may obtain.

9988. Then you would not approve of a rule by which the Board might disqualify a school from sending in pupils for results fees upon the ground that its staff was insufficient, or that its methods of teaching were bad, and that those methods of teaching were persisted in notwithstanding a warning?—I would not like to give an opinion. It would depend on where the school might be. If such a school were formed in an unsuitable street in Dublin I should certainly say suppress it, because there are good schools to be got, but if you go to wide districts in Donegal or Mayo I do not see what you are to do; you must take the best that they can give you.

9989. What is the next point upon which you wish to say something?—On cramming and pressure.

9990. Yes?—I have taken the liberty of making some observations upon that although it is not upon my paper.

9991. No matter; we will be glad to hear you?—There cannot be any successful cramming of Latin and Greek. A hasty revision of the histories a week before any examination cannot properly be called "cramming." With regard to pressure, there is still much of this evil owing to the rather inelastic character of our rules and regulations regarding mathematics and classics. In these subject we do not perhaps compare favourably with the Oxford and Cambridge syndicates for local examinations. This statement will be developed in reviewing the several programmes. There is too much Latin and Greek text prescribed by the Board for the Preparatory Grade, and there is consequently too little time for the careful training in elementary syntax and construing. I admit however that for the same grade the Oxford and Cambridge syndicates appear to prescribe nearly as much text. In the Junior Grade our programme is Virgil, Book VII., and Cæsar, nearly as much as one book. The Cambridge programme for the present year—I am quoting from the programme for the Cambridge Local examinations for the present year—is Æneid, Book II., and Cæsar, Gallic War, Book IV., and 25 chapters of Book V.; but mark, no student can take both; no Junior Grade student can take both. In regard to Greek in the Cambridge programme it is the 4th Book of Anabasis and Prometheus Vinctus, and no student can take both. Our rule might be Æneid, Book VII., sufficient for a pass, but both necessary to gain honour marks, as is the case with the Oxford programme. The Oxford for the present year is—in Latin, Gallic War, Book IV., Æneid, Book VI., and here is the observation attached to that—"Candidates may take either, and for honours must take both." The Greek for Oxford Juniors is Anabasis, Book II., Euripides, Alcestis, with the same observation, that candidates can take either, but for honours must take both. In the Senior programme, the Irish programme is Sallust, Jugurtha, Horace, Book IV., and Ars Poetica. In Greek, Philippics, I., II., and III., Odyssey IX. Cambridge gives two prose authors of about equal extent to the prose appointed under the Irish system, and also two verse authors, and no student can take more than one prose and one verse author. That is about equal to ours. But there is this observation—"Latin and Greek, both necessary for honours," by which it is implied that they are not necessary for a pass. Oxford gives several pairs of prose and verse authors, which I need not take up the time of the Commission by repeating. Only one verse and one prose author can be taken, and I may say that the text is about the same as ours. Composition is required only from candidates for distinction. I should have observed that there is no composition set at all in Greek at the Cambridge Senior. I do not approve of that; I think composition for honours helps to keep up the standard of scholarship both among pupils and among teachers. In reference to mathematics, I have the opinion here that in arithmetic and algebra the papers for the last ten years are progressively harder, and at present those papers are pitched to the standard of exhibitioners. There is virtually a pass and an honour course in mathematics in the Oxford and Cambridge locals; I have the printed programmes here. There should be a sufficient number of questions in each paper adapted to the capacity of the average boy so as to encourage him to try for a pass at least. This rule certainly obtains in the Oxford and Cambridge local examinations—at least I draw the inference from their programmes. Then with regard to the publication of the results of the examination. The pressure of competition might, perhaps, be reduced by practical assimilation to what is done by the Oxford and Cambridge syndicates. Will I have permission to read that?

9992. To read what?—To read the mode of publishing the results of the Oxford and Cambridge examinations.

9993. We are perfectly aware of it, and have been aware of it for a month, and all these papers are before us?—Very well; then I need not take up the time of the Commission.

9994. Do you approve of that system?—Not entirely.

9995. The system of publishing without the names of schools?—Not entirely.

9996. What would you think ought to be done?—Well, I have not a suggestion to make further than to have read these papers, leaving it to the Board to decide.

CHAIRMAN.—The Board have read them already.

9997. O'CONOR DON.—Do you approve of the present system of publication?—Under the Irish Board?

9998. Yes?—Well, if it can be kept satisfactory, and, at the same time, presented in any form that would help to reduce competition—I would leave that to the wisdom of the Board.

9999. CHAIRMAN.—Are you of opinion that, as a matter of fact, there is excessive competition?—There is great pressure.

10000. Too much?—Too much, that is my opinion My general remarks are that your Board has been urged by distinguished scholars to enlarge the classical course for the Seniors, making this course even more extended than that which Trinity College, Dublin, prescribes for candidates for Junior exhibitions, of which the University offers only twelve annually. An eminent scientist has recommended a very extensive course of physical science. I would, however, respectfully point out that for Irish lads leaving

school at the age of 16, the openings are banks, the Civil Service in several branches, clerkships in merchants' offices, and in counting-houses, and I think the best education for that class will be derived from the study of English, Latin, modern languages, and mathematics. The technical education required for those employments will be best obtained during the five or seven years' apprenticeship. It may be assumed that the Middle Grade and the Senior Grade pupils are intended for the professions of law, the church, and medicine, and those boys will proceed to college and the University. Those pupils, I believe, will be best fitted for the study of professional subjects at college by a continuation in those courses of the same studies as recommended for the Junior Grade. An Irish lad who has spent the greater part of his school time in learning physical science has no future before him in this country. Besides the mental athletics of languages and mathematics will so develop and strengthen his intellectual powers as to make him a much more successful student should he proceed to college to engage in professional studies which may include physical science. I have just one observation to add to that, that I hope the girls may not be put in competition with the boys in the awarding of exhibitions and prizes. If there is over work in girls' schools at present it would be cruel to increase it.

10001. Is the meaning of what you have just said that you think we ought not to give more encouragement than we do at present to the teaching of natural science?—It is not; no.

10001A. Do you think that we ought to give greater encouragement to the teaching of natural science?—I would not recognise the teaching where it is not possible to have practical work. I think further that only a comparatively limited portion of the time should be given to that subject; that the staple subjects are classics, modern languages, and mathematics, to fit a boy for the struggle of life.

10002. Do you recommend us to make any change in our rules or in our programme in reference to natural science?—Well, I cannot say that I do. I think that the principal or the chief physical science for a school is chemistry, and your rules and your programme appear to be very satisfactory in regard to that, but I should not recognise the teaching of it except where there is a laboratory.

10003. And would the same observation apply to natural philosophy?—Not quite. Do you mean by natural philosophy——

10004. I mean taught practically; I do not mean merely working out the mathematical formulæ?—Well, I have no other acquaintance with natural philosophy than the theory; that is, the laws of force and statics.

10005. That is all done by mathematics?—Yes.

10006. There is one matter in your letter that you have not referred to. Do you wish to say anything about the dull boy being neglected?—Yes. I have some idea that a good deal has been made of that. I have no knowledge of the dull boy being neglected. I should perhaps explain that a boy who is backward in Latin—that is a subject with which I am well acquainted—is not necessarily a dull boy; he may have begun Latin unfortunately at the age of 14 or 15, and he is unable to keep pace with even the Preparatory Grade. For boys of that kind I have had in past years a special class by themselves, and they have had slow and careful teaching adapted to their proficiency, but I do not think perhaps that it is proper to designate such a boy as a dull boy.

10007. I would call him a backward boy; I would not call him a dull boy?—My experience is that there is not, perhaps, 2 per cent. of really dull boys among our pupils.

10008. That speaks highly for the North of Ireland. Do you think the system has a tendency towards the neglect of boys that you cannot hope will pass the examination?—I can only speak from experience.

10009. You have no experience of dull boys?—No, I mean that I can only speak from experience in saying that there is no tendency, as far as I know, to neglect the so-called dull boy or backward boy.

10010. We sent to the Academy a schedule that we asked them to fill up, giving the number of pupils on the roll?—Yes.

10011. It was not returned. Are you aware of that?—Yes, that was the different percentages going to——

10012. No; it did not refer to different percentages at all?—The number going to different occupations?

10013. Not at all. It is the schedule asking for the numbers for the year 1898 upon your roll?—I have not seen that.

10014. You did not see it?—No.

10015. I suppose it was not you that filled up this return. Did you not get our circular? We have got a return from you, and the return is signed by Mr. James Shaw?—That circular that came to me during the interval between the two principals was duly filled up and sent off by me.

10016. Then it must have miscarried?—I posted that myself. (*Looking at schedule*) Oh, no—no, I never got that.

10017. Will you tell me now the number that were on the roll of your school within intermediate ages last year, and if you cannot give it exactly, tell me as nearly as you can?—Within intermediate ages?

10018. Yes?—Possibly fifty, but I am making a very rough guess—possibly fifty within intermediate ages. There might be from fifty to sixty.

10019. Do you know how many passed the examination?—We sent up thirty-three.

10020. And how many passed?—Seventeen passed.

10021. "Belfast Royal Academy—number on roll, 129." That is on the list sent up to us?—That includes the preparatory school.

10022. How many are there in the preparatory school—that is, not within intermediate ages?—I must explain. There is a preparatory school for children up to about ten or so, and when they are proficient they may be removed from the Preparatory from nine years up to ten; very few would remain after ten. Then they are brought into the upper school. The upper school does not necessarily mean pupils within the intermediate years; there is at least one-third, or more, of the pupils in the upper school that have not reached the years for the Preparatory Grade.

10023. But of those 129 that have been returned as being in the school, am I to take it that between fifty and sixty are within intermediate ages?—I think so.

10024. And not more?—I do not think more.

10025. I think you must be under a misapprehension, in reference to that schedule. Have you got a circular from this Commission at all?—I never saw that one.

10026. Did you get a circular?—Oh, yes.

10027. Will you look in the front of that blue book that you have. Mr. Foster was the manager I believe?—Yes.

10028. Did he give you the papers to fill up?—No.

10029. Where did you get the papers that you filled up?—I got a printed schedule, the written answers to which are here. That is the only circular I have got from the Board, excepting the correspondence which has arisen out of my answers.

10030. But you got a circular with the schedule—sending you the schedule?—I never got that.

10031. Did you get a circular containing this passage. Will you look at page v. of the book before you—the first page of the book?—Yes.

10032. Did you get a circular containing this passage:—"The Commissioners are also anxious to ascertain the number of students on the roll of your school on November 1, 1897, of the various ages indicated in Schedule B. accompanying this circular, and they request that you will be good enough to give that information under the heads therein set forth"?—I neither got the circular nor have I been aware of the existence of such a circular.

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10033. Then you did not get the papers that were sent to the manager of the Belfast Academy?—I did not.

10034. I understand you came here to represent the Belfast Academy?—May I explain, if you please?

10035. Yes, do please?—Mr. Foster, our principal, unhappily died about the middle of September.

10036. That accounts for the whole thing?—And for the next few months I was acting manager.

Mr. Justice MADDEN.—I have no questions to ask.

Rev. Dr. SALMON.—I do not think I need trouble you.

10037. O'CONOR DON.—You are in favour of keeping up the Preparatory Grade?—Yes, it is an excellent preparation for the Junior Grade, and I think improves the character of our Junior Grade more as a whole.

10038. And you are in favour of keeping it up as a competitive examination?—Well, perhaps, that is the one grade in which the Board might take a hint from the Oxford and Cambridge mode of paying results—the one grade It would reduce the competition, and take away the strain upon young boys, if there is any; and I think on good earnest boys there is a strain.

10039. Rev. Dr. SALMON.—I wish you would explain that, because that is the only thing I wanted to ask you about—the publishing of the results?—Where public money is distributed there ought to be some mode in which the public could judge of the way in which it is distributed.

10040. I am not talking of results fees, but of the publication of the results of the examination?—What I said was that if there could be any assimilation to the Oxford or Cambridge method it might be a good thing.

10041. I want you to explain the difference between their method and ours?—They do not publish any marks.

10042. What do they publish?—They put a star opposite the subject in which the pupil has gained a distinction, and they only furnish the different centres with the lists of the pupils who have passed in that centre. Further, if a teacher wishes to classify the pupils in his own school, they will give him a return describing each pupil's papers as "good," "middling," "indifferent," "weak,"—so that the teacher may be able to class the pupils in each subject in his own school; but they refuse to give the marks. If the Preparatory Grade could be assimilated to that I think it would be useful.

10043. Is your idea that we should send to each centre a report of the answering of the boys that it had sent in?—Oh, no; I would send in in the main just what the Board do, but in the Preparatory Grade, perhaps, a list of the pupils that pass might be given, without marks, if that would tend to reduce the evil of competition.

10044. Supposing they were eager to know their marks, would you tell them?—I only offer the suggestion.

10045. But do you recommend that we should not tell any person anxious to know his marks, or tell their teachers, the actual marks in different subjects?—Well, it seems to me it would help to reduce the over-work that is complained of; but I would be very, very sceptical of putting my individual opinion before the public.

10046. But I want to know your individual opinion. Do you think it would be an improvement not to tell the students their actual marks, but merely to tell them they have passed or not?—I think possibly it would as regards the Preparatory Grade, but a much more useful change would certainly be to reduce the amount of Latin and Greek prescribed for that grade.

10047. O'CONOR DON.—Would you have results fees paid in the Preparatory Grade?—If the pupils passed

10048. I see. And I see you make a further proposal here, that the names of the students who fail should be published?—Well, I suppose I may be permitted to change my opinions?

10049. You are willing to withdraw that?—I am willing to withdraw it.

10050. You do not believe that cramming exists to any great extent under this system?—Over-work may exist, but no cramming will get a pupil through the grammar and composition in Latin and Greek.

10051. Rev. Dr. TODD MARTIN.—Speaking of the great pressure that exists, does that affect the pass boys as well as the competitors for exhibitions?—Well, it does very often in the case of backward boys who are trying for a pass, but who are not too backward to be put outside the grade. I think the pressure is greater on them than on the exhibition boys; the pressure is greater on the average boy than on the exhibition boy.

10052. Is that a pressure extending along the whole school year, or does it exist only for some time before the examination?—It extends over the whole of the school year.

10053. The backward boy in that case is overworked all the year?—He is overworked.

10054. Now would that undue pressure be relieved by giving a pass on a lower standard than we give it at present?—No, I would not recommend that. If a rule were distinctly laid down that if a boy satisfies the examiners on one of the Latin and one of the Greek subjects he will pass, then he will work, if he is a backward boy, with some courage, and he will know that the teacher will not incur any blame by not taking him over the whole course; he will know it is in his power to get a pass on half the text prescribed, and will work with more courage. I have known cases where I could not take a backward boy over the whole of the Junior Grade Latin, and he (or the boys in question) criticised the policy of not being taken over the whole of the passages prescribed, though I knew it was for their good. But if a rule were laid down that if a boy can satisfy the examiner with half of the Latin or half of the Greek, but cannot get honours, the boy would not be able to criticise his teacher in that way.

10055. I understand that you would fix the course at one half the length it is?—No, I would not say half. The texts this year, for instance, were the Seventh Book of the Æneid and as much Cæsar as would make one book of Cæsar. If there were a rule laid down distinctly by the Board that any boy can satisfy the examiners on one of those texts, with grammar and composition, he will work with some courage, and know that his teacher then is acting wisely in not putting him over the whole.

10056. Then I understand your remedy is to give a less course for pass and a lengthy course for honours?—I say do not make any change in the examination papers as at present, but if a boy has read only the Second Book of Virgil, and he acquits himself in that and in the grammar, then he shall pass, and he will not be overwrought.

10057. Dr. BARKLEY.—You told us that in the case of physical science you would require a certificate that there had been practical training. Who should give that certificate?—The manager of the school or the president of the board of governors.

10058. Then as regards chemistry you say that it would be necessary that the school should have a laboratory in order to enter any boys in that subject; but the same does not apply to natural philosophy?—Not as I know it.

10059. What would be the particular apparatus required in teaching natural philosophy?—I do not know; I do not understand about the apparatus for natural philosophy.

10060. You do not know enough about the subject to give an answer?—No.

10061. As regards the papers, you gave us the experience of the headmaster as to mathematical papers?—May I repeat that if you please. Our principal is not very long acquainted with Irish

methods, but he told me before coming away that he had examined the mathematical papers for the last ten years and found that in algebra and arithmetic they became progressively harder each year.

10062. That is already down in the evidence; I wish to ask you if, in your opinion, the classical papers are any harder than they were formerly?—I am satisfied with the classical papers.

10063. The only change, then, you would propose is that which you have already suggested, to allow boys to pass in one of the prescribed books instead of having to answer in two?—I am aware that your minimum marks for passing do, but you will never get a boy to take that into account; he will never feel any confidence in the examination if there has been a bit of the text which he has not read.

10064. Most Rev. Dr. WALSH.—I think you say you are not sufficiently acquainted with all the details of the examination in natural philosophy to know what precise amount of apparatus is required?—No.

10065. I suppose you have a general idea that some would be necessary?—Machines, for instance, for illustrating the parallelogram of forces. I have seen them, and had some experience.

10066. You have had some experience of the Oxford and Cambridge Local Examinations when you were in England?—The Cambridge Locals.

10067. I find a regulation here in the Cambridge programme, under the head of "Elementary Natural Science":—"This subject can be taken at those centres only at which a suitable laboratory and apparatus can be provided for the practical examination." Does not that seem to be a very reasonable provision of the programme?—It is; it is an absolutely necessary one.

10068. And in botany it is stated that students coming to the examination (this is again the Cambridge programme)—"should bring a pocket lens and a dissecting needle"?—Yes.

10069. They do not seem satisfied there with a purely-written examination as a means of testing the work of the schools?—Well, it is just possible that a judicious examiner might set a paper bringing out the pupils' practical training, but I see no plan whatever of having such an arrangement at our centres as they have there.

10070. I am not speaking of that; but does it not seem a very reasonable arrangement that if there is an examination in botany to test the work of a school, it should include a practical examination?—It does.

10071. And the experience of the Cambridge examinations goes to confirm those views?—Yes.

10072. We have heard that skilful examiners can set papers to test whether the work of the pupils has been done out of books, or practically. I suppose that is a question for experts?—Yes.

10073. I understood you to say that you considered our present courses were too long in classics?—Not for boys who begin Latin and Greek at a suitable age, and who are of fairly average capacity, but for the backward boy, or the boy who begins late, and the dull boy, if there is such a thing.

10074. We never hear of dull girls, curiously enough; it is always the poor boys who are put in that category?—Well, if there were a rule, or a statement, in your programme that it would be possible for the pupil to satisfy the examiner in one of the Latin subjects or one of the Greek subjects, it would be a good thing.

10075. Do you approve, on the whole, of the selection of authors made from year to year for our programme?—I think the selection on the whole is just as good as would be made by individual teachers. The Cambridge and Oxford give a wider selection and then allow a choice.

10076. It struck me, on looking over the programmes yesterday, that the works prescribed represented a very limited amount of reading. While we are upon this subject I may as well correct a slight mistake which I made yesterday: I said, that in a specimen six years' course of Latin, there was only one Book of Virgil, but I now find there are two. Now I will ask you, do you consider this a satisfactory state of things—that a boy who goes through a course of six years in a classical school in Ireland, spending two years in the Preparatory Grade, two years in the Junior Grade, a year in the Middle Grade, and a year in the Senior Grade, should have read throughout his entire course only one book of Homer and two books of Virgil, and not even one of the Speeches of Cicero?—I do not.

10076A. Is that a programme that you yourself would have drawn up for the work of your school if you had a free hand?—Not for classical pupils.

10077. For your own pupils, who are learning classics?—It would depend on their aims in life afterwards; if they were intended for the University I should say not.

10078. Many of these boys are intended for the university?—That is the reason I have made a note to the effect that Senior Grade pupils should be permitted to specialise between classics and mathematics, and the following year, if they remain at school, preparing in classics or mathematics for university honours.

10079. Leaving out the Senior Grade for the moment, take the case of a boy who has gone through a five years' Intermediate school course, two years in the Preparatory, two years in the Junior, and one year in the Middle; does not that seem a very strange arrangement when we find that that boy need not have read a single line of Homer? It is the case before me?—I do not suppose I would be easily satisfied with the amount of classics I should wish them to read.

10080. What I want to know is, are you satisfied with this actually existing arrangement?—We have to take into consideration the other subjects prescribed by the Board to qualify a candidate for admission to the examination. I would not be satisfied with that.

10081. One of the results of our present system is, that a school is obliged to work upon the lines of a particular programme which is laid down for all Ireland. The question has been raised, and I should like to know your answer to it, whether that arrangement interferes unduly with the discretion of a judicious headmaster arranging the work of his school?—I should think it would. I think it does to some extent in this way—that a headmaster may have to provide additional instruction in classics for boys who are going to compete for university honours.

10082. Outside the Intermediate altogether?—Outside the Intermediate altogether.

10083. Does not that put them at a great disadvantage in the Intermediate work?—Without mentioning names, I may give an illustration of what has been done. Last year one of our Senior Grade boys read enough to retain his Middle Grade exhibition, but he read, partly with me and partly at home, enough classics to gain a scholarship of £80 a year, for five years, at Christ Church, Oxford. This year I am reading a long way outside the course. I am reading with one boy who is thought likely to compete for honours at the university. He passed his Senior Grade last year, but I am reading a long way outside any Intermediate course.

10084. This is a boy who has already passed through the Intermediate system?—Yes; he would read more classics this year than he has read all his life before.

10085. But take the case of a boy who had gone through the Intermediate system. I take it the result of your evidence is that you consider that that boy would have got an unduly narrow training in the classics?—It is a narrow training. May I repeat that again—that a boy, partly with my assistance and partly with private reading, read an enormous amount of classics outside the course during his Senior Grade year.

10086. Very few of the Junior boys, comparatively speaking, go on for the Senior Grade at all?—Only the boys who intend to go on to the universities.

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10087. It seems to me a strange thing that a boy educated under the Intermediate system should pass through the Middle Grade and never have opened Homer?—Our best boys remain another year devoting themselves entirely to classics.

10088. Only two books of Virgil, and none of the Orations of Cicero at all; all that he would have read of Cicero would be the "De Senectute"?—Yes, that is so.

10089. There is one other matter I should wish to be clear about. Your suggestion is that it should be sufficient to pass in one of two prescribed authors. That is the arrangement in Oxford and Cambridge, is it not?—No teacher would permit a boy from sheer laziness to do that; he would only do it where boys could not otherwise be taught, where from want of time or some other cause he was unable to do the whole programme.

10090. What about the other sections of the examination—that is, the unprepared work or unseen passages and composition; would you not require a boy to take these?—I would require a backward boy to take them up to the limit of his capacity.

10091. You would require that in addition to the prescribed course?—Yes.

The witness withdrew.

Mr. W. W. Haslett, M.A.

Mr. W. W. HASLETT, M.A., Head Master, St. Andrew's College, Dublin, examined.

10092. CHAIRMAN.—You are headmaster of St. Andrew's College, Dublin?—Yes.

10093. And you have been so for five years?—Yes.

10094. And you were previously assistant master in Neuenheim College, Heidelberg, Germany.

10095. We have your written answers in reply to our queries, and it will not be necessary to go through them save so far as you yourself desire it, I have also before me your statement as to the matters upon which you wish to be examined. You say, "I should like to be examined with reference to inspection and the limitations to the use of inspection as a basis of endowment." Will you kindly state your views on that subject?—I think inspection is very desirable as a corrective of some of the evils that have arisen under the present system of written examinations, and that inspection of schools is necessary in order that it may be ascertained that school buildings are such as they should be, that science subjects are taught in a practical manner, that modern languages are taught with attention to pronunciation as well as to the written language, that the hours of work in school and out of school are not excessively long, and that attention is paid to discipline and the cleanliness of the place.

10096. Are you in favour of the results of inspection being taken into consideration in the assessing of fees to the managers?—Yes, I think that schools which, after fair warning, are deficient in any way and do not improve should be penalised at the discretion of the Board.

10097. And are you of opinion that the general examinations should continue?—I do not see how you can award prizes to pupils in any other way.

10098. Prizes to pupils—that you certainly cannot. That would be the competitive part of it?—Yes.

10099. But in reference to the pass part, are you of opinion that a student should necessarily go in for a pass if his school has passed the inspector?—Yes; I think the examination should be conducted for pass pupils, and that the endowment given by the Board should be given on the basis of the written examination, checked by the inspection.

10100. Corrected?—Corrected by the inspection.

10101. The next matter you refer to is "the unduly high standard of the papers set, so far as concerns pupils of only average ability." Now, before I ask you about that, could you tell me how many students there were within Intermediate ages in your school?—Last June?

10102. Yes?—About 160.

10103. About how many of those 160 went in for the examination?—Only 38.

10104. About how many of those 38 passed?—31.

10105. All of the 160 pupils received the same education; I take that for granted?—Yes; we do not put pressure upon pupils to go in for the examinations, and many pupils are in Intermediate classes, because they are considered fit for that work, who are not going in for the Intermediate examinations.

10106. Do you find that the parents of any of the pupils object to their children presenting themselves for the Intermediate examinations?—Yes; there is a feeling that the work is too difficult and sometimes leads to over-pressure.

10107. Have you yourself experienced or seen any over-pressure resulting from our examinations?—I have seen boys going in for the examinations whose work I have had to stop because it was too much for them.

10108. But outside your own school I mean. You would not observe it so much in your own school, because there efforts are made to stop it; but have you seen any students of any other schools that were subjected to over-pressure?—Well, I have not come across them.

10109. I want to know about the classes of students that would be subjected to over-pressure. It has been suggested by some of the witnesses that it is the best boys, the boys that are competitors for exhibitions, that are most subjected to over-pressure; but taking a boy that is hardly up to the present pass standard, but is endeavouring to reach that standard, would he not be subjected to quite as much over-pressure as one of the best boys?—Quite as much.

10110. Perhaps more?—More, if anything, I should say.

10111. And then, even if we lower the standard of our examinations by lowering the character of our papers, we still shall have a number of boys that will hardly reach that standard?—There will be a number. It will be small, though, of course.

10112. Therefore you conceive that the payment to the school ought to depend as well upon the result of the inspection of the school as a whole as upon the results of the examination?—Yes, I think that the payments on the results of a written examination should be curtailed if it is found by an inspector that proper provision is not made for training non-Intermediate boys.

10113. Now, supposing there are boys whom the inspector considers have been well and efficiently taught, as well as that they are capable of being taught, are you of opinion that any payment ought to be made to the manager of the school on those boys?—I have not considered that question.

10114. Or that their existence—the fact of their being taught—ought to be taken into consideration in awarding a bulk sum to the school?—I think it would be better to adhere to the present system, checking it by simply the inspection.

10115. Do you find that that unduly high standard of papers to which you refer here extends to all the grades?—I think it does.

10116. And has this unduly high standard existed during the entire time that you have been educating pupils for these examinations?—Yes; that is, during these five years.

10117. Are any of the papers becoming gradually more difficult?—I think that there has been an increase of difficulty in some of the mathematical papers, and that in English the course has been made unduly long in some parts of the work. The most objectionable part of the English course, I think, is the enormous quantity of English literature that is set, and the questions set in that are of such a character that a

pupil cannot hope to do really well unless he or she has practically committed to heart the whole of the poetry and memorised the prose work set in a way that is very bad.

10118. Therefore the character of the examination paper appeals more to the memory than it ought?—Yes.

10119. The next subject that you refer to is the teaching of science. What do you wish to say in reference to that?—I think that the present system has led to the discouragement of practical science teaching, and that results fees should not be paid on science subjects unless there is practical teaching in the schools, and that is certified to by the inspector. On the other hand, it would be a very great hardship on certain schools if they were not to get a little notice about the thing. I think that the science subjects should be marked higher than they are.

10120. First you would suggest that any alterations we make should be made gradually and with due notice?—Yes.

10121. Then that after a time the school should not be allowed to take up the subject of practical science unless there was a laboratory there in which it could be taught practically?—Yes.

10122. And that if there were that laboratory there, higher marks should be allowed than are allowed now?—Yes.

10123. What marks would you suggest? There are 500 allowed now for chemistry, and 500 for natural philosophy. Have you considered that subject?—I have not considered the exact marking, but I think it would be a good thing if a number of these subjects were linked together, and a boy allowed to take them either all or one by one.

10124. Would you be in favour of having a separate course—a modern side course?—I think it would be a good thing. It is practically done with us already. Of course, that is a matter that will press, perhaps, hardly upon some of the smaller schools.

10125. How would it? If they had not a laboratory by which they could take up practical science, they could continue to take up the subjects that they were able to teach well?—I am speaking of the modern side as distinct from, say, the grammar school side—that it will mean in some respects a doubling of classes. And with regard to inspection of schools that are weak, it would be also desirable that the Board should get powers to lend money (which I believe they already have invested at 2½ per cent.) on absolutely good security at a low rate of interest to schools. That would take away the grievance which has been referred to by other witnesses as to penalising weak schools.

10126. Mr. Justice MADDEN.—You mean lend money for equipments?—For equipments. I believe that my friend Mr. Alexander Knox M'Entire, the Official Assignee, is going to submit some practical proposals upon that, and I do not care, therefore, to dwell upon it, as I should be taking up the time of the Board perhaps unnecessarily.

10127. CHAIRMAN.—I would rather you would, because he is not on our list of witnesses. Just tell us any view you have formed on the subject?—It is obviously hard on certain weak schools whose buildings or equipment are deficient if they are to be simply suppressed for monetary weakness—that is what it would come to; but if the Board were to advance them money on good security, say, a policy on the lives of some persons, or a guarantee given by persons interested in the school, and who are solvent, and, say, the results fees earned by the school to be mortgaged for the payment of the interest, that would really put many schools in Ireland in a position to face inspection, which they at present fear.

10128. You are aware that that feeling exists widely through Ireland—that they are afraid to face inspection?—I believe it exists widely.

10129. Now, you know that under the Science and Art Department there is power to advance one-half the amount that is required for the endowment of a laboratory upon the other half being supplied by the local authority?—Yes.

10130. Well, it has been suggested that we should get power to advance that other half, and in that way the school would be able to equip the laboratory without any payment on its part. Would you approve of that?—I think you would do an immense amount for the education of the country, and for the prosperity of the country also, if a practical step like that were taken.

10131. And you think a matter of that sort would take away that objection that seems to be so generally entertained against inspection?—I think it would.

Rev. Dr. SALMON.—The present suggestion is not for a gift of half, but a loan of the whole.

10132. CHAIRMAN.—My idea would be a loan of half, to be repaid at a very small rate of interest gradually out of results fees?—It could be repaid by equalised payments at the rate of 4 per cent., and very few schools, unless they are strong ones, could borrow at 4 per cent. interest.

10133. Most Rev. Dr. WALSH.—It could be repaid at the same rate as the repayments are made under the Land Purchase Acts?—Yes.

10134. CHAIRMAN.—Our view is to encourage the small schools, instead of suppressing them?—Yes; I think it would be a great pity if they were suppressed.

10135. The next matter mentioned in your paper is the teaching of English. We shall be glad to hear any suggestions you have to make on that subject?—I have mentioned one already—as to the amount of English literature set, which has to be learnt off in consequence of the character of the papers set. Another matter is the fact that a great majority of the boys do not go in for any examination after the Junior Grade.

10136. That is the great fact we have to meet?—At present the courses in English History run up to the year 1603 in the Junior Grade, and consequently a boy, if he leaves school at that age, leaves it ignorant of the most important part of English history.

10137. The real history of England is, of course, within the last 300 years?—If it would make the course too long to set an elementary outline course, I think it would be better if the boys were examined on the later half rather than the earlier half.

10138. Some suggestion has been made that we should have history as a separate subject for boys in the Junior Grade?—I think it would be a very good thing for history. It is a mere question of the extra labour entailed upon the boys.

10139. Of course, some other subject could be omitted, as if the boys are unduly pressed even now, we could not give them more history without taking off some of the other subjects?—You could certainly reduce the labour of the English work very much by taking away the excessive labour of the English poetry and English prose. Touching upon the proposal to lend money to schools for laboratories, if I may offer a suggestion, I should like to say that the Board might in the same way help schools to equip themselves with means for training the eye and hand a great deal more than is done at present. An inspector could test that kind of work well. A carpenter's shop would be one thing, and, for another thing, boys might be very easily taught, and, I think, at very moderate expense—that is, expense perhaps beyond the means of an ordinary school, but at very moderate expense to the Board, considering the objects achieved—the application of mechanics practically. A great many boys have not the least idea as to the principle upon which such an elementary thing as a steam-engine works, and I think you would be surprised, if the question were asked of a number of boys in the Intermediate schools in Ireland, "Why do pipes burst in a frost?" to see how small would be the number who could answer it.

10140. In other words, their knowledge upon such subjects is book knowledge, not practical knowledge?

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—In a great many cases it is not even book knowledge; it is absolute ignorance.

10141. Have you ever seen the report of the Manual Instruction Commissioners in reference to the National schools?—No, I have not.

10142. Well, it recommends hand and eye training in all the classes of the National schools, leading up to some of the elementary sciences in the higher classes. You think that class of training should be carried on in our Intermediate schools?—I think an opportunity should be given, at any rate, to boys whose tastes lie that way.

10143. You wish to make some observations in reference to the teaching of modern languages?—There I think that preference should be given, in the matter of results fees, to such schools as your inspector would report upon as having taught the pronunciation of modern languages as well as simply the literature, and it might be possible, I think, to arrange a system of dictation tests by inspectors who would visit the schools. They need not necessarily be held at the same time as the Intermediate examinations.

10144. There would be no difficulty in testing the pronunciation at the schools?—I do not think so, and I do not think that test need be taken into the marks won by a particular pupil; it should merely affect the general results fees earned by that school in that language.

10145. In other words, you would make the rate of results fees, for modern languages, depend upon the mode in which modern languages were taught in the schools?—Yes.

10146. Are you aware yourself that modern languages are in some schools now taught without regard to the proper pronunciation of the language?—I cannot say I am personally aware of it.

10147. The next matter you direct attention to is the "desirability of awarding prizes to pupils by means of examinations conducted by the Intermediate Education Board rather than by any other system"?—Yes; I put that down because I observed that some of the witnesses had suggested that a number of exhibitions should be given to the manager of this school or that school, and awarded to the boys by examination in the school. I think that would not be so fair a test for the boys and girls all over Ireland as the present test, and I think it would put the manager of the school in a most invidious position.

10148. The objection, I think, that has been urged to the present system of competition is the over-pressure that it causes, and it has been suggested that that over-pressure is the result of two factors—one, the natural emulation of the boy, which we can hardly affect; and secondly, that pressure is brought to bear upon the student in consequence of the great competition existing among the schools, so that he is subjected to the double pressure?—Yes.

10149. Has your attention been directed to any mode of obviating that?—I have seen the suggestion made that the exhibition lists should not be published in the way they are at present. At present on a certain day the results over all Ireland come out and the names are given, and all the schools are posted up, and the various papers tabulate them and say, "This school has won so many exhibitions and done extremely well," and they do not mention another school. Anything that could reduce that would, I think, be desirable.

10150. *Numerantur non ponderantur?*—Exactly so. Anything that could reduce that would be good.

10151. First we will go to the pass students. Would you approve of the results of the pass examination being published without stating the name of the student, or the school in which he was educated, the individuality of the student being indicated by a number, which is the course that has been adopted in some of the examinations in England?—Yes; I think it would all tend to diminish the publicity, which is good in one way, but which causes the competition between schools that you refer to.

10152. You were furnished, I think, with this book, were you not—the book of replies?—I was.

10153. There is a very interesting paper there by Mr. Larmor upon the question of the minute accuracy by which our papers are marked. He points out the impossibility of distinguishing by one or two marks between the merits of two students in a subject where 1,200 marks are allowed. If you have not read it, it does not matter. Do you think there is too much minuteness observed by us in the marks?—It never occurred to me that it was an evil.

10154. It is not an evil if it could be done, but is it possible in any competition between students who can obtain 6,000 marks that two or three marks can represent any real difference?—No, I do not think that; but I do not see that you can do anything but mark with accuracy and take the figures as they tot up.

10155. But we could do this—we might put our exhibitioners in order of merit, without stating the exact number of marks they obtained, or we might divide them into two classes, and put each class alphabetically. There would be many means of not acting upon minute differences of one or two marks in a total of 6,000?—Yes, I should think it would reduce the competition for places again.

10156. Is there any other matter that you wish to bring under our notice?—I think that in classics particularly, and in languages generally, more attention should be paid, at any rate in the Senior Grade, to unseen work—that the course prescribed in classics is too limited for a good man; and what I think has led to its limitation is that it is quite difficult enough for an average boy. If more marks were given to unseen work, schools would be encouraged to read a good deal beyond the course set.

10157. We have had a great deal of evidence upon that point, and the opinions seem to be divided. One class of witnesses think that it would be better to extend largely the prescribed books, to state one particular author, or portion of an author, in which the examination would be of the present critical character, but that the questions asked out of the other authors would be more of a general character, so as to encourage an extensive course of reading?—Yes.

10158. The other class of witnesses wish that there should only be the small amount prescribed that there is at present, but that a greater amount of marks should be given to the unseen passages. Now, which of those two systems do you prefer?—The latter. I should prefer in my own school to have the freedom to choose the outside books which the boys would read, and one could take the boys in whatever lines we found desirable in the school itself.

10159. But should there not be some mode of indicating the character of the unseen passages. Even in Trinity College at present, I believe, a great deal of the examination is from unprescribed authors, is it not?—Yes, a great deal is. I may mention that in Cambridge University for entrance scholarship examinations the course is absolutely unprescribed, and I think it works very well for the scholarship of the men coming up.

10160. Would that work for pass students? I can quite see how it would work for competition students?—No; I think that for pass students the smaller prescribed course would be better.

10161. I have nothing more to ask you, unless there is something you wish to add yourself?—The only other thing I wish to speak about is one which I think is a grievance with the assistant-masters throughout the country, and that is that the superintendentships (which I think might fairly be considered a perquisite of the teaching profession) are at present given very largely to men who are following other callings, and the result of that, I think, is very

often unfavourable as regards supervision, quite apart from the special claim that teachers have upon any pecuniary benefit.

10162. There may have been exceptions from the rule, and I dare say there have been a large number of exceptions from it, but during a considerable portion of the time since this Act passed I think we rather acted upon the principle of giving a preference to Intermediate assistant teachers; but, I take it, you would be in favour of a system under which we could not appoint anybody except assistant teachers?—Well, if you made a hard and fast rule like that, it might conceivably be very inconvenient on some occasions.

10163. Some have suggested that we should not be limited to assistant teachers, but should be able to appoint any teacher—a head-teacher or otherwise?—Yes, I do not see why you should be limited to assistant teachers. Another point is that I think it would be very desirable that superintendents at examinations should be prohibited from accepting the hospitality of a school.

10164. You think that would make the superintendent more independent?—I think he would be more independent than if he has dinner at the school or sleeps there, or accepts any hospitality of that kind.

10165. Mr. Justice MADDEN.—There is only one point on which I would like to appeal to your experience. There has been a suggestion here that there should be separate examination papers for honour students and for pass students?—Yes; separate questions to be attempted only by honour students.

10166. It has been suggested by some persons of practical experience that that might cause inconvenience and sub-divisions of classes; what is your view as to that suggestion?—I think it probably would cause some inconvenience, and I think the inconvenience should be faced.

Mr. Justice MADDEN.—That is all I have to ask you.

Adjourned for a short time.

10167. Dr. BARKLEY.—I see you are in favour of some amount of specialisation in the Senior Grade?—Yes, more for honour-men than for pass-men.

10168. I suppose almost all the boys who go in in the Senior Grade go in with a view to honours, do they not?—Some of them do not; the majority certainly do.

10169. Most of the pass men leave you before they reach the Senior Grade?—Yes, they drop off.

10170. It has been suggested that specialisation might be carried to such an extent that a boy might be at liberty to drop mathematics for a very extended classical course, and *vice versa*?—Yes. I should like to let the boys have the choice of taking one or two groups of subjects in which they excel at that age, and dropping the subjects in which they were not likely to do any good.

10171. As to the Latin course, I see you say, apparently with reference to the Preparatory Grade, that the course of prescribed authors has been lengthened and is now too difficult. Is that with reference to the Preparatory Grade only, or to the others?—No, it is too difficult for the average pass boy in the Preparatory and in the Junior Grades, but not at all too difficult for the better class of the boys. It is difficult to get a certain type of pass boy over the work without hurrying him too much, and it would be better for the boy to have the one book and pay proper attention to thorough parsing, and so on, until he thoroughly understands the construction, than to do two books, rushing them.

10172. I suppose it is since the Preparatory Grade was introduced that that has been felt?—I think it was felt more last year than in previous years; last year's course was longer than usual; this year's course is not quite so long.

10173. On the subject of physical science, you say that there ought to be a certificate by the inspector that there was a laboratory and proper arrangements for teaching physical science?—Yes.

10174. I suppose the laboratory applies more to chemistry than to natural philosophy?—And to natural philosophy also.

10175. But in the Preparatory and Junior Grades I suppose the teaching in physics is given much more by teaching with experiments than by requiring the boys themselves to perform experiments?—Teaching should be done with experiments, but, as a matter of fact, I do not think experiments are shown at many schools in the Junior Grade, and in the Preparatory Grade the subject is not admitted at all at present.

10176. When you come to the higher grades you might expect boys to perform the experiments, but you could hardly expect that at the beginning?—No; the value of the subject educationally is not so much to know certain apparatus, but to teach the boys to use their eyes and see the important point about a thing.

10177. Even in the case of teaching chemistry by experiments they are using their eyes; they see the experiments and take an interest as they go along?—I am not quite sure that I have caught what you mean, but I do not think it is necessary for the junior boys to do experiments themselves.

10178. Most Rev. Dr. WALSH.—Although they could not do experiments themselves, it might be desirable if they were brought in contact with the different instruments and materials?—The more they are brought in contact with them the better.

10179. I saw at a primary school in England, when we were there on the work of the Manual Instruction Commission, a teacher doing some simple experiments in elementary chemistry; he had some material and brought up the boys one by one (five or six of them) to the bench, and asked them to look at it and smell it, and to try to make out from the colour and the odour, and tell him what it was. I suppose you would approve of that?—Yes.

10180. Those boys were not merely looking on, but doing things themselves. May I ask if your special work is classical or scientific?—Classical.

10181. In reference to the classical course, I should wish to ask you do you not think it desirable that our classical programme should be so arranged as to secure that each boy, in going through his course of five or six years, should have learnt something of the great authors in Latin and Greek?—Yes, I think it is a great pity, the way in which the courses are arranged at present—Xenophon in the Preparatory grade, Xenophon in the Junior Grade, and very often Xenophon again in the Middle Grade.

10182. The boys who went in last year for the Senior Grade had had Xenophon in three years of their course, and had never seen a line of Homer until they went into the Senior Grade, and then it was the 22nd Book?—Yes.

10183. Do you not think, if a boy is to learn an author, he ought to learn such portion of the author as will give him an idea what the work, as a work of literature, is all about?—Yes.

10184. I find that in the course of six years which finished last year, two books of Virgil came in, and those were the Fifth and Second. Do you think it is a good arrangement, supposing there were only two books of Virgil, the Second and the Fifth, that a boy should first learn the Fifth, and then, after a year or two, get back to the Second?—No, I do not.

10185. You have found some inconvenience of that sort arising from our programme?—I have found it necessary to explain to the boys what the book they were reading was about; I told them shortly what the subject of the previous books had been.

10186. Would it not be better, if they were only to read two books, to read the Second before the Fifth, so as to start them on the story?—Yes.

10187. You made a very useful suggestion about loans being given by our Board. Would you apply that to loans for the purpose of buildings as well as

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for purposes of equipment. Supposing it was desirable to build an offset to a house so that there could be a chemical laboratory for physical science got up?—Yes, I think the loans should be made on the most liberal possible principle, always provided the security was ample.

10188. That is the way the Board of Works give loans, and we might even make money by it. I believe the Treasury does make money by its loans?—Yes, I believe so.

10189. You do not think there would be any difficulty in getting local security in such cases?—I do not think there could be; it would depend a great deal upon the public spirit of the place.

10190. If there was already good school accommodation for the place, it is not at all likely that people of the locality would come forward and make themselves responsible for such a loan?—Not unless it was really required.

10191. So that this would enable us to give useful help in those cases where there is real need for our help?—Yes, precisely, those in which the school will be crushed by inspection unless help is given.

10192. When you suggested that the superintendents of examinations should be chosen, as a rule, from the assistant teachers, did you intend to limit this to teachers in schools that are working for the Intermediate, or would you extend it to all. Suppose a lady who was a private schoolmistress, or perhaps a governess, comes to us and says she has had great experience of managing children, would you object to her being appointed?—I think it should be confined to persons who are in the habit of managing classes.

10193. And, as far as possible, Intermediate classes?—Intermediate classes.

10194. The object of our Act is to promote Intermediate education in Ireland. Would not this be one way of promoting Intermediate education—giving this little advantage to those who are engaged in teaching Intermediate work?—Yes, anything that improves the remuneration of a teacher, I think, is for the benefit of the profession.

10195. Obviously. Just one other point. I see that you are a member of the Council of the Dublin and Central Irish Branch of the Teachers' Guild of Great Britain and Ireland?—Yes.

10196. I observe that one of their recommendations is, that in the theory of music some practical examination is desirable. I did not quite understand that?—It is, I think, rather unfortunately worded. In addition to theory, I think it would be a very good thing if the Board established tests for instrumental music.

10197. You do not hold the view that we should get rid of music altogether, both theory and practice?—No; I think the programme of the Board should be as elastic as possible, and that if schools wished to make a feature of music they should be allowed to do it.

10198. The point of the recommendation of your Association was that, if we have an examination at all, we ought to have provision for a practical examination?—Yes.

10199. You think also, as I understand, that in so far as we have an examination in natural science subjects—natural philosophy, chemistry, and botany—we should have a practical test?—Yes.

10200. Either not have them at all or have it tested whether they are properly taught?—I think the education of the country would be as well without science taught entirely on paper.

10201. Probably better?—Probably better.

Mr. Justice MADDEN.—You said that Mr. M'Entire had prepared a scheme for developing your views with reference to loans of money. I am sure that the Board would be glad if he sent that in on paper.

10202. Rev. Dr. SALMON.—I think if he were to write the scheme, it would save the trouble of bringing him here?—I think he would be willing to come if he could.

10203. CHAIRMAN.—But time is limited?—I see.

10204. Rev. Dr. SALMON.—That idea about the loans attracted me very much, but I find this difficulty about it, that it might be a very poor place, where perhaps the school would earn very little in the way of results fees, and afford but small security for paying back the loan out of results fees afterwards?—Well, the Board, of course, would always have to exercise discretion in the matter; but apart from the security of results fees (which of course fluctuate, and might disappear altogether) if local security were not forthcoming, I suggest that proper security might be provided by a policy upon the life or lives of some person or persons interested, and I do not think there would be any great difficulty in an ordinary town—a small town—in providing a number of local persons who would be willing to guarantee, say, amounts of £25 or something like that.

Rev. Dr. SALMON.—It might be worth while trying.

10205. Rev. Dr. TODD MARTIN.—You would apply that only to schools under boards. You would not allow a private individual to come and ask for a loan?—I do not see why he should not. If a headmaster has got the confidence of the local people about him, I do not see why their security, if adequate, should not be accepted for the purpose, and why the money should not be advanced to him.

10206. Dr. BARKLEY.—As regards the subject of superintendence, I suppose you are aware that most of our superintendents are gentlemen or ladies who have acted as superintendents in past years, so that probably nine out of ten, if not more, have had experience of the duties of superintending already?—Yes, I am aware of that.

10207. They are not changed from time to time as the examiners are?—No, I know that.

10208. In that way we have a very large number of superintendents who have been appointed many years ago, and any changes that can be made are only changes where vacancies have to be filled up?—Yes.

10209. Most Rev. Dr. WALSH.—As to another point. You suggested that in the Junior Grade, as I understand it—the Preparatory and Junior Grades—the later portion of English history should be dealt with?—In one of them, at all events; perhaps the earlier portion in the Preparatory, and the later in the Junior Grade.

10210. That would result in rather a curious way of going through the history; they would have to go backwards, and it would be the case of the fifth and second books of Virgil over again?—Not if they had the latter period in the Junior.

10211. A boy might never know anything of the Norman Conquest unless he reached the Senior Grade?—I am assuming that the boy will go in in the Preparatory Grade for the earlier half of English History, and in the Junior Grade for the latter half, and in the Middle and Senior Grades he could take special periods.

Rev. Dr. SALMON.—You notice the way Hume brought out his history; he brought out the end of it first, and when people took an interest in that, then he brought out the earlier portion.

10212. Most Rev. Dr. WALSH.—At all events, you consider that they should all know the history of the later period?—Yes; it is a great blot on the system that most of the boys, if they go in faithfully for the examination and stick to the school work, know nothing of modern history.

CHAIRMAN.—At any rate, they should know that there was such a person as Queen Elizabeth, for instance.

10213. Rev. Dr. SALMON.—Just a question about this Preparatory Grade. It seems to me that two examinations in the Preparatory Grade would be necessary suppose we paid by results fees. My idea about the Preparatory Grade is that it ought to be made more an entrance examination. You made a statement about a boy having been learning Greek for three years—two years in the Preparatory and one in

the Junior—and reading nothing but Xenophon for three years?—Yes; it is a great pity, that arrangement.

10214. But what you really have been teaching him is grammar and those kind of things, for which purpose Xenophon is as good a book, perhaps, as any other?—But the arrangement that has been made is that a boy reads some selections from Xenophon in the Preparatory, then in the Junior very much the same kind of thing; and then, perhaps, in the Middle Grade two books of the "Hellenica."

10215. Most Rev. Dr. WALSH.—In 1893, 1894, and 1895 the Xenophon he read was the "Anabasis"—no "Hellenica" at all?—I cannot speak from memory.

10216. You regard the Preparatory Grade as standing on a different footing from the other grades?—I think it might be very well dispensed with altogether.

The witness withdrew.

Miss MULVANY, B.A., Headmistress, Alexandra School, Dublin, examined.

10217. CHAIRMAN.—You are manager of the Alexandra School, Dublin?—My exact title is headmistress. I adopted the printed form of your paper.

10218. How many years have you been headmistress?—Just eighteen.

10219. Before that you were for five years assistant lecturer in English and Latin in Alexandra College?—Yes.

10220. You are a member of the Council of the Teachers' Guild, a member of the Committee of the Schoolmistresses' Association, a graduate in Arts of the Royal University, and you are certificated in Junior and Senior and Special Honour Courses in the Dublin University Examination for Women?—Yes.

10221. Now I have before me the written answers that you sent in to our queries, and the specification of matters as to which you desire to be examined. We can take as your evidence the written replies you have sent in, and I intend to ask you only in reference to the special matters mentioned in that specification?—I am afraid that would hardly meet my purpose, my lord, for I was asked to send in only those special points upon which I wished to offer evidence in addition to the sheet which was furnished to me. There are many points in the sheet furnished to me which I would like to have an opportunity of expressing myself upon.

10222. Very well?—I have prepared a written statement, and I think it would save time if I were to read it. I consider that the Intermediate Education Act has been of great practical benefit to secondary education in Ireland. But I do not consider that, worked as at present, as a purely examining system, it produces its maximum of benefit. Any system framed to test knowledge only is necessarily incomplete, and readily lends itself to abuse. I would therefore strongly advocate the appointment of inspectors to supplement the test afforded at present, and I would urge that no school should be entitled to claim results fees which had not already satisfied the inspector in such matters as efficient school buildings, proper educational equipment, well arranged time-table, providing opportunities for recreation, physical instruction, and a legitimate amount of freedom from mental work. Such a protective measure is recognised by the State as the right of the child attending State-aided primary schools. The State also recognises the right of children engaged in factories and industrial pursuits, but there is no public recognition in the case of the pupil of a secondary school. The Intermediate Education Board, which we hold to be, more or less, the public guardian of secondary education in Ireland, is the fitting agent through whose efforts the right of the secondary scholar to healthful surroundings in his place of instruction should be established. Inspection of the methods of teaching, if well and thoroughly carried out, would also be desirable, but it presents many difficulties in its accomplishment, and I therefore do not press it. It is my opinion that in an institution whose buildings show that the important problems of ventilation, light, temperature, school furniture, and sanitation have been fully considered, whose time-tables testify that a sufficient amount of relaxation from study is afforded, whose general order and discipline are seen to be well maintained, and, finally, whose pupils pass the test of a properly devised written examination, the methods of instruction are not likely to be inefficient. Action on the part of the Intermediate Board, in the direction of registration of teachers, would be most valuable. They could initiate such a movement in Ireland by requiring that the teachers of schools claiming results fees should possess certain definite qualifications. I would respectfully suggest that there should be added to the Board of Commissioners a member practically experienced in secondary education and the working of secondary schools as distinguished from university education. I find that this suggestion has also been made by Dr. Hime in his written answers to queries, at page 17. The reasons are set forth by him very fully; I shall not therefore take up time by going into them, but briefly state that the practical experience of such a Commissioner would remove many of the so-called defects of the system, defects which are not inherent to and inseparable from the system itself, but arise out of the present method of its administration. I would urge the abolition of the Preparatory Grade. It is undesirable to subject the average child under 14 years of age to the strain of public competitive examination. The evil arising therefrom is not so evident in the earlier stages of studentship of the successful candidates as towards the close of their school career, when it can be observed that students who have not been subjected year by year from 12 years of age to public examination show more zest for their university and professional examinations than those who have begun at 12 years of age. In the case of unsuccessful candidates the dispiriting effects of a sense of failure materially influence the student's estimate of his own powers, to his subsequent detriment. If the grade be retained, it should be free from the element of competition, and the examination should become merely qualificative. The present range of subjects should be widened by the inclusion of natural science and the theory of music. Students should be permitted to present themselves a second time in the Middle and Senior Grades respectively, provided they are still within the prescribed limits of age. To secure proper gradation of questions, to avoid inequality of standard and the injudicious framing of papers, the examiners should be persons who have had practical experience as teachers or as examiners of schools as distinct from universities. There should be at least two examiners in each subject, and one half of the examiners should have examined in the previous year. A permanent Board of Examiners, formed from those who have had experience under the Intermediate Education Act should be appointed to revise the examination papers and to act as advisers in the selection of text-books. This latter point is extremely important. A complaint, not without good foundation, is widely made in respect of text-books hitherto prescribed from two points of view—suitability and accuracy. When text-books have evidently been prepared with special regard for Intermediate purposes, and these particular editions are named in the programme, it is not too much to expect that they should bear the *imprimatur* of the Intermediate Board, an *imprimatur* which should be the result of a close scrutiny and thorough know-

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ledge. Centre superintendents should be persons who have had previous practical knowledge of the method of conducting written examinations. An inexperienced superintendent has it in her power to interfere materially with the success of the students. This I speak of from practical knowledge. I consider it undesirable to administer separate papers for pass and honour questions, but I should be glad to see the Board revert to its practice in earlier years of distinguishing between pass and honour questions on the same paper, the candidate for honours to be liable for both portions of the paper, the pass candidate to be required to obtain at least 40 per cent. of the marks assigned to pass questions. The practice of stating after each question the mark value assigned to it by the examiner is to be recommended. Examiners should be clearly instructed that the pass questions are to be framed for the purpose of qualification of candidates, while honour questions only are to be selective. Want of observance of this principle is an example of a defect noticeable year after year, not inherent to the system, but arising out of insufficient overlooking of detail in the administrative powers. I am not in favour of the suppression of publication of the results. Remedies for the evils which are stated to arise from their publication are to be found if the Board will take cognizance of the matter. They should allow themselves to be regarded as a Board of Appeal in cases of unprofessional practice. Where an accusation of the kind has been proved true, they should withhold results fees either in part or wholly from the unscrupulous manager. Specialisation in the Senior Grade is desirable and practicable, by the institution of a series of groups by the side of the present system, but to specialise at an earlier age is against the principles of true education of the young, which should aim at the development and strengthening of the weaker faculties. It has been suggested to make history a separate subject. I would not recommend the adoption of this suggestion in any grade lower than the Senior. Until a student's critical and reflective powers have been developed, the study of history exercises what Mr. Latham calls "portative memory" only, as distinguished from "assimilative memory." One of the defects which have arisen out of the method of administration of the Intermediate system is that the "portative memory" is too largely required. It has been suggested that the Intermediate Board should examine in religious knowledge, framing their papers on the principles of religion common to all Christian denominations. This I would strongly deprecate. It would at best be but a half-measure requiring completion at the hands of the various religious bodies, and as the certificate of the Board, on the success of a candidate, would convey a certain idea of finality, many might not be induced to pursue their studies further. I consider that results fees should be paid *per caput*, not per subject. In this way the pupil's confidence in a teacher's selection of subjects for him would not be impaired, and the temptation to an unscrupulous teacher of making the pupil a result-earning machine would be removed. With reference to the charges which have been made of over-pressure causing failure of health, I do not myself know of any cases. Eighty-two exhibitioners in the Junior and Preparatory Grades have been under my care in my headmistresship, and their subsequent careers are fully known to me. Of 48 who are now 22 years of age and upward, 22 are self-supporting as teachers, 2 as missionaries, 1 as a medical doctor, 2 as Post Office clerks, 10 have married, 2 have died, but from causes wholly remote from those associated with brain pressure. Before this Commission recently, evidence was given by very distinguished specialists as regards eyesight in schools. I would wish to add, with respect to that evidence, that school children apparently furnish a large class of patients, but this arises from the fact that in the majority of instances the defects have escaped detection in the private home. These defects at once become observable when blackboards, wall maps, etc., have to be used. Cases of congenital short-sight, astigmatism, and even partial blindness have frequently to be brought under the notice of parents on the arrival of new pupils. Spinal curvature in the same way largely escapes detection at home. I have only one thing further to add—that with reference to the unsuitability of text-books, I wish to draw particular attention to the text-book in botany. I would suggest as a substitute for it Edmonds' or Ainsworth Davis's work. I have gone to some trouble to find a suitable text-book to recommend. These are the chief points upon which I desire to offer my evidence.

CHAIRMAN.—I do not think I need ask you anything further.

10223. Mr. Justice MADDEN.- There is one question I should like to ask you. You do not think there should be separate honour and pass papers. Will you kindly give your reasons for that?—The reason for that is that there is a very large number of children whose mental abilities are such that you cannot at any given moment class them as pass children or honour children, and I think it would be harmful to a child's career, if he were classed as a pass student when in reality he might have been able to go in for honours.

10224. Do you think there would be any practical difficulty in the schools with regard to the subdivision of classes if there were a separate examination?—There would, in schools that go in very minutely for each subject, but that is a thing I deprecate; I do not think there should be such minute subdivision.

10225. Rev. Dr. SALMON.—I do not quite see that difficulty about the subdivision of classes. In many cases the difference between honour and pass is that you go on further in the same subject. You have at present honour and pass questions on the same paper, only that the students have to pick out for themselves which they will attempt?—The only difficulty that suggests itself in connection with that is that in a small school, where there is only one teacher for the pass and honour students, he teaches them both together.

10226. He could go on doing the same thing still. The truth is the honour students have got to be prepared and so have the pass students?—But in the kind of paper which I have in my mind's eye the pass students would not require to go over the whole of the honour work even where they would be taught that work in their daily school life.

10227. I have not been able yet to perceive the difference between having the pass and honour questions in the same paper and in different papers?—Having them in the same paper presents the pass and honour questions at once before the eye of the student going in for examination; having them on different papers means that a student will have to declare before the examination whether he takes the pass or honour paper, and the notice for the Intermediate examination is required in the fifth month of the school year—four months before the examination comes off.

10228. I would not contemplate the student having to make up his mind so early as that. However, it is a small detail, and not worth pressing you about. What I want to ask you now is this. You talk about inefficient superintendents impeding the pupils. In what way is that done?—I can give a practical example of that. Not many years ago a student who was a very good mathematical candidate was working at her Euclid paper—her deductions—and just as the time was coming to a close the centre superintendent came up and took up her answer-book to see that the girl had numbered her paper properly. She took the paper out of her hand, and so disturbed the girl that she lost the thread of her work and was not able to finish it, and that took some forty or fifty marks off the paper. I did not report that case.

10229. It would be her duty to see that the paper was properly marked, and so on?—There is a proper time to do that, and a centre superintendent should know that, and do it at the proper time.

10230. There is this difficulty about superintendents—that it is almost impossible to supervise the superintendents. If a superintendent makes a mistake, or does anything of that kind, we seldom hear of it, because people do not like to complain?—I think so, because I think it has probably got very widely known that most of the superintendents who are not teachers have been appointed out of motives—shall I say, of charity?

10231. I would not admit that at all. I think we are generally very particular (I can only speak for myself) in inquiring into the antecedents of the people, and it is a recommendation—a thing we always look to—to have had experience in managing large classes of girls—I do not say to be actually employed at the moment in teaching, but at some time in the past. People who have had experience of that kind in former days ought not to be disqualified from doing the same again?—I am afraid that is the general impression. There is another point of view, too, which I wish to put before you. I would like to see the centre superintendents qualified for their posts. I have had coming as centre superintendents ladies whose English was not very grammatical, for instance, and I think it is beneath the dignity of the Intermediate Board to employ such people in that capacity.

Rev. Dr. SALMON.—We do not examine the superintendents; if we take steps to see that they are vigilant and honest, that is all we can do.

Mr. Justice MADDEN.—*Custodes quis custodiet.*

O'CONOR DON.—I do not wish to ask any questions.

10232. Rev. Dr. TODD MARTIN.—I understand that you prefer that the results should be paid on a general written examination as at present?—Provided that inspection has first been satisfied; I make that a *sine qua non.*

10233. That is, the inspector is to see that the work has been properly done in the school, and the results fees should entirely depend upon the written examination; is that what you mean?—Quite so.

10234. No penalty then would attach in the case of an inspector reporting unfavourably of the school in any particular?—Oh, yes, there would be a penalty attached.

10235. How would that operate?—Until the school had justified itself in the eyes of the inspector and of the Board he represents, that school would not be eligible for results fees.

10236. The school would not be recognised as a school eligible to present pupils?—Quite so.

10237. Then would the inspector look into the methods of teaching as well as the number and qualifications of the staff?—I am not prepared to press that point, because I think that would have a tendency to run teaching into a groove. "Many men, many minds."

10238. You have not had experience of such evils resulting from over-pressure as were represented in the medical testimony that is on our notes of evidence?—No.

10239. And, so far as your observation goes beyond your own school, have you had any experience that would lead you to suppose that that medical evidence was fully justified by the facts?—I do not like to give evidence on mere hearsay. I should prefer not to answer that question.

10240. That is to say, you have no evidence which contradicts your experience at your school?—Just so. I like to speak only of things which I know.

10241. I suppose such physical defects as have been complained of arise from a great variety of causes besides school work?—Quite so.

10242. I happen to have noticed on the part of Sir Joshua Fitch a statement to which I will draw your attention. He is defending written examinations—commending them on their own merit as an educational instrument, and he says, speaking of written examinations and the tendency to over-pressure: "Nature is very kind to young people, and restores their energies to their proper balance very soon; and she will do it, we may be sure, quite as readily with the intellectual as with the physical powers. For one authentic case of permanent injury to the health of a school boy or girl from too much mental exercise, there are twenty examples of scholars who suffer from idleness or inaction"?—Yes. I would like to add, as agreeing with that opinion, that it has come under my notice that many of the evils which are said to result from over-pressure, really result from unhealthy buildings. I was asked, as an educational expert, to advise the mother of a school-girl who suffered a great deal from headache. On questioning the child I found that she was taught from 10 o'clock till 3 in the front parlour of an ordinary dwelling-house, with no extra means of ventilation. In the central hour of the day when the school would be pretty well exhausted of air, she was put under physical instruction—a thing, which above all others, it is desirable should be done in pure air. I mention that, as an instance within my own knowledge; and I think anæmia and all these other things arise from want of proper inspection of school buildings.

10243. Might not these results follow from doing home work, apart altogether from the school's unhealthy surroundings?—I do not think that would be very likely to arise, because the home work is done in a room intended for family use, and used for that purpose, while the school work should be done in large rooms intended only for school work.

10244. Of course that raises a difficult question. Many of these teachers cannot provide themselves with better school accommodation?—The feeling that I have in my mind about that (I felt it when we were trying to get proper buildings for Alexandra School, which we have been able to earn for ourselves) is that there should be some such scheme as this; that the Treasury and the Intermediate Board should be looked to, and legislation should be sought to empower them to lend money to managers of schools on such terms as it is lent to the primary schools, or on such terms as it is lent (as was alluded to by His Grace the Archbishop this morning) under the Land Purchase Act. If a mortgage could be got of the buildings I would prefer that to a policy of insurance on the lives of persons interested; and the buildings would, of course, become the property of the Treasury, supposing the individual who had borrowed the money were unable to meet the interest.

10245. How would you provide for the continuance of the school in that case?—Probably unless the district was depopulated, there would always be need for a school, and the school buildings would continue to be used.

10246. Subject to the repayment of the loan the building would be the property of the private individual?—Yes.

10247. But suppose that there was a failure to return the loan?—If there was a failure to pay the instalments of the loan I would advise then, or suggest, that the building should become the property of the lender.

10248. That is of the State?—Yes, the State.

10249. But after the loan was repaid?—Then it would become the private property of the individual.

10250. There would be no certainty of the continuity of the school?—No, no certainty.

10251. There is another matter that would come into view under such a scheme. In the smaller towns and districts you have of course various religious denominations represented, and if the State lent money how would you arrange that the different religious denominations should get equal advantages under the State, would you allow a school for each denomination?—Yes, unmistakably. I am wholly in favour of denominational education.

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10252. CHAIRMAN.—The State lends money for Glebes, and they are denominational.

10253. Rev. Dr. MARTIN.—You would multiply the number of small schools in that way?—I don't think it would multiply them very much. I think that the number at present provided by private enterprise is much in excess of the number that would be brought into existence in the way I suggest.

10254. Dr. BARKLEY.—I understand that in the Alexandra school you have to do only with the Preparatory and Junior Grades?—Yes, solely.

10255. Those who go for the higher Grades are prepared in the Alexandra College?—Yes.

10256. Of course you know that before the Preparatory Grade was instituted children of 12 or 13 often went in for the Junior Grade?—Yes.

10256A. Was that as much the case in Dublin as in other parts of the country?—I think not. They were only sent in in special cases where they were quite fit for it. I have at present a child of 12 who has been in preparation for some time, and whom I despair of ever getting into the Preparatory Grade, now that the age limit has been moved on for a year.

10257. Is there any objection on the part of parents and guardians of children in the Alexandra School to their going in for the Intermediate examination?—Yes, a very small proportion of my children go in for the Intermediate examinations.

10258. That is largely on account of the objection of the parents?—Yes.

10259. What is the proportion of those who have gone in for the examination?—There were 187 eligible last November twelve months, by reason of their age, and of these only 57 entered.

10260. How many passed?—25, but we had unfortunately an outbreak of measles, which very much reduced our passes.

10261. As regards inexperienced Superintendents, there cannot be very many of them, because most of our Superintendents are those who have superintended in previous years. Only a very few are appointed for the first time each year?—But I am afraid that probably owing to our own supineness in not reporting to the Board, when they have committed a mistake one year, they repeat it in the next year. I am now giving evidence against ourselves—I think part of the blame may be laid to our own supineness.

10262. Of course there are differences between different Superintendents; one may be more punctual than another for instance in coming in at the proper hour, and another may be more fussy?—Fussiness is the main defect. Unpunctuality is not so observable. Fussiness is a serious defect with many Superintendents who come to us.

10263. Possibly you get more than your share of inexperienced Superintendents, because they may be put first to work in Dublin, so as to be more directly under the supervision of the Assistant Commissioners?—Quite so.

10264. Most Rev. Dr. WALSH.—I understand, Miss Mulvany, that the Alexandra School, rather than the Alexandra College, works in connection with the Intermediate Board?—Yes; the Alexandra College has a number of classes preparing for other examinations. We found when the Intermediate Act was instituted that we had in almost no respect to change our curriculum in the school, and pupils not going in for the Intermediate examinations receive exactly the same teaching as the students who are going in.

10265. You have stated that out of 187 pupils eligible, only twenty-five passed the examination, that is, there were only twenty-five on whom the stamp of the State has been set as having received a satisfactory education according to our existing standards?—Quite so.

10266. Don't you think this goes to show that our existing standard is an unsuitable, not to say an altogether erroneous, one?—Yes.

10267. If our system was properly conducted, I take it you would wish to see the entire 187 submitted in some way to the examinations?—No, because not all the children would be fit subjects for examination.

10268. If the State has anything to do with Intermediate education would it not be desirable that in an important school like yours, there should be some means of recognizing these children as being educated. You say only twenty-five passed, out of 187 pupils. That seems the largest disproportion we have had yet?—Only fifty-seven went in; and twenty-five passed.

10269. That means that out of 187 who might have gone in, 130 were not even submitted to this important test which is maintained at such expense to the State?—Yes, but it is right to state that that 187 includes children aged about fourteen, who come to me from the country not knowing even the simple rules of arithmetic, and others were unable to go in, owing to weakness of constitution or other causes.

10270. But even after all allowances are made, the figures seem to show something wrong in our system. I do not at all suggest that there is anything wrong in the working of the Alexandra School?—The system is not popular, that is the answer, and we don't press the girls to go in.

10271. In what sense is it not popular?—I have not taken the trouble to find out from parents what their reasons are for not wishing the children to go in for the Intermediate examinations. I consider parents have certain rights over their children, and if they say they don't want them to go in, it is not for me to question that.

10272. But you see the result of that unpopularity is, that out of 187 pupils, or out of perhaps 150 who would be eligible to be presented for examination, only fifty-seven actually went in?—There were not so many as 150 eligible to go in.

10273. What was the number?—I should think about 110.

10274. And only about half that number were sent forward for examination?—Yes.

10275. Owing to the unpopularity of the system?—Quite so.

10276. You mentioned a book on Botany. I should wish to have the name for my own information?—Edmonds' Botany for Beginners and Botany for Schools are suitable if the subject be added to the Preparatory Grade, and Ainsworth Davis's is an admirable book for Junior Grade Students. It might be used instead of Thome's, which is a very expensive book. It is a six shilling book.

10277. In connection with loans for school buildings, you are aware that the State, in the case of primary schools, does not confine its action to giving loans, but that it goes the length of giving grants for schools?—Yes.

10278. Are you aware that, when a grant is given, if the money is paid back by the school authorities to the State, the State regards the school as perfectly free thenceforward from its control?—Yes.

10279. It remains under the control of the State in trust for the purpose of education, only so long as any portion of the grant remains unpaid?—Quite so.

10280. I suppose your idea would be that in the Intermediate system the loan should be given, and when the loan was paid off the school should be perfectly free?—Yes.

10281. You are in favour of having the theory of music not merely kept in its present position; but extended to the Preparatory Grade?—Yes.

10282. That is, if the Preparatory Grade be continued, you think music should be introduced into its programme?—Quite so.

10283. Then I take it you are not in favour of a change that has been recommended to us, the removal of music, even of the theory of music, from the girls' programme?—Certainly not.

10284. Rev. Dr. SALMON.—A great number of our witnesses recommend us to diminish very greatly the amount paid to exhibitioners and add to the results

fees in proportion. With reference to what you have said about the reluctance of parents to send in their children for the examinations, don't you think that tendency would be increased if you diminished the number of the exhibitions?—Certainly, the exhibitions are a very valuable addition to the incomes of middle class people.

10285. With regard to the remarks that have been made as to our giving fees on such a small proportion of the pupils who are receiving education in the schools, would not that be likely to be increased if the number of exhibitions was very much diminished?—Yes.

10286. I do not think myself that it makes much difference to the managers of schools. Suppose you had 100 pupils and 50 were sent in for the examination, would it make any important difference to you whether what you received was given for the teaching of 100 pupils or 50, if the amount were not reduced in the latter case?—Not the slightest difference, I should say. It has been urged here that the exhibitions have been used not for the benefit of the pupils. In the Alexandra School we have the exhibitions paid not in money but in kind, and invariably I find those exhibitions presented to the child by the well-to-do parents in the shape of a gold watch or something of that kind. With others, as I have said, the exhibition adds to the income of middle class persons, and they could not educate their children without it.

The witness withdrew.

Mr. HENRY S. M'INTOSH, M.A., Head Master, Methodist College, Belfast, examined.

10287. CHAIRMAN.—You are manager of the Methodist College, Belfast?—I am called Headmaster.

10288. For how many years have you been there? I have been there since September, 1890.

10289. For 11 years you taught English in the Alexandra College, Dublin?—Yes.

10290. And for eight years you were teaching classics in the University College, Blackrock?—Yes.

10291. So that your educational experience extends over 25 years?—Yes.

10292. I have a memorandum here as to the matters concerning which you desire to give evidence. The first matter on that paper is inspection. Will you kindly tell us what views you wish to submit with reference to inspection?—Of course as far as I can see the Commission have left the question of inspection pretty well open.

10293. We have left everything open?—Yes, but when they say "inspection" they have not given us much idea of what they mean by inspection.

10294. We have no meaning at present. If it is determined there will be inspection we must then determine what will be exactly the nature of the inspection, but what we want to ascertain is the views of the witnesses as to whether there should be any inspection, and if so, what kind the inspection should be, and what should be the results of it?—Well, Dr. Molloy instanced the case of the inspection under the Endowed Schools Commission. It is a very simple thing. It amounts to a series of questions being submitted to headmasters of schools, which they answer, and that the Commission send down an inspector to verify the answers and see that they have been correct. They have chiefly reference to the state of the buildings, sanitation, ventilation, and whether the buildings are adequate to the number of pupils which they contain. Of course, that is an inspection which merely lasts one day. That sort of inspection could be carried out very easily, and it also could be extended to the testing of whether the school possessed proper fittings for teaching chemistry and natural philosophy, provided the Commission think it absolutely necessary to have practical teaching in these subjects.

10295. Is it your own opinion that there should be practical teaching in chemistry?—I think so; but education in Ireland must be very much governed by the universities, and in the universities for pass men, of course, there is no chemistry, and for what we call ordinary natural science there are lectures but not any accompanying experiments or machines. For instance, I was taught hydrostatics by the late Dr. Galbraith, and he told us all about airpumps, but he had not an airpump in the room, and I remember him also lecturing us on arrows placed before concave mirrors, but we never had a concave mirror.

10296. Is the result in your opinion that we should not insist on any practical teaching of chemistry or natural philosophy?—That is a matter for the Board to take the opinion of experts on. Some experts have told me that it is quite possible to set papers in these subjects which will tell an examiner whether a boy has been taught practically or not.

10297. Then you are not able to form an opinion, or you do not wish to express any opinion at present, as to whether we should have any practical examination in chemistry?—Well, I have heard such very different opinions as to the question. Certain experts in chemistry have told me that there can be no such thing as a satisfactory examination in chemistry without a practical test.

10298. Do you say we should not satisfy ourselves that there was any practical teaching of chemistry in schools?—The question is, can you satisfy yourselves of it through the medium of the papers set in June?

10299. Do you think there should be practical teaching in chemistry?—Decidedly there should be practical teaching, but that is a different thing from a practical examination.

10300. Do you think we should satisfy ourselves that there was practical teaching in the school?—The first point is, if the Commission are satisfied that there must be practical teaching in the schools, they should adopt some method of satisfying themselves that there is such practical teaching. Certain experts in chemistry have told me that the Board can test that by the medium of examination papers, while others have told me that they cannot do anything of the sort. I am not competent to judge as to this; but suppose the Board come to the conclusion that it is necessary to test it by a practical examination, I think it could be very easily done. The same sets of papers could be sent round to all the centres in Ireland in which a practical examination could be held, and the superintendents should be competent to judge whether the practical work was properly carried out or not.

10301. You have referred to the university courses; do you think we should form our programme solely with a view to students proceeding to the university?—I don't think so, but I think that the programme would be very much framed for you.

10302. That is, you think the only people who will come in under our system are those who intend to proceed to a university?—No, I do not say that; but if you observe in the last 20 years you have worked round nearly to the subjects of the university, and if you get the subjects that give the maximum total in the Junior, Middle and Senior Grades, you have Greek, Latin, English, one modern language, and mathematics, which is exactly the course required for the matriculation in Trinity College, Dublin.

10303. Is not that rather an argument that our programme is wrong?—I don't think so; but I think it is probably incomplete, and that is the reason why I would like to see specialisation in the Senior Grade. Then the next point is, suppose the inspection were carried a step further, is it your view that the inspector should go round the schools and listen to the teaching?

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10304. I have no view at all I assure you. We want to get your views, instead of being here to be cross-examined ourselves, and we would be glad to hear anything you have to say with reference to inspection?— Well, if that is so, I don't think many who recommend it clearly understand what it means—that it means sending an inspector into the schools to listen to the teaching, and then report to the Board of Intermediate Education whether the teaching is good or bad. I leave the Protestant schools out of account altogether, because it might be supposed the "personal equation" came in. Let us take Catholic colleges. The official corresponding most nearly to the Protestant headmaster is called in Catholic colleges the "dean of studies" or the "prefect of studies." Consider the amount of training that man has had before he attains that position. For seven years probably he has been a probationer. Since the age of seventeen he has been in a certain amount of control over boys. He has been taught how to obey and how to command. He has been looked up to by those under his charge, and he has been reprimanded by his superiors. He has had most extensive experience in teaching, and what I would like to know from those persons who so highly recommend a system of inspection is, where you are to get a man who is competent to report on the work of a man like a prefect of studies in one of our leading Catholic colleges?

10305. Have you anything else to say on the subject of inspection?—No, except that I think it absolutely impracticable in the present condition of our Irish colleges.

10306. The next matter on your paper before us is that of *viva voce* examinations. Well, what do you say as to that?—I don't think they can be carried out The reason they are recommended also is probably through the influence of the university. In most universities the *viva voce* examinations are extremely good. They have a long time to spend over it, and the examiner is absolutely free to lead the pupil on, and ask him questions arising out of his answers to previous questions, and thus study his mind completely. I cannot see how that can be done in the case of an Intermediate examination. If you have an inspector asking questions, you must give him a strict set, say, of twenty-five questions to be asked, and he must ask them, and not go outside them, or if he does there would be endless complaints all over the country, and this would destroy the confidence that all classes have in the fairness of the present system of examination.

10307. I don't suppose you attach any importance to the pronunciation of modern languages?—I attach the very greatest importance to it; but do you think there is any ground for the statement——

10308. Now you are asking questions of me again. We are here to receive any information that you are willing to give us, not to answer questions?—You must pardon me, Chief Baron, because, of course, as Falstaff says, "It is my vocation."

10309. Is it your opinion that we ought or ought not to have any test of the pronunciation of modern languages?—I think before finally sending in your report you might send round inspectors to see whether French or German is taught in our schools with inadequate attention to pronunciation.

10310. You won't have any further opportunity of giving us information or assisting us by your advice, and if you intend to give us the benefit of your opinion, I must ask you to give it to us now. Do you think we should have any practical test as to the pronunciation of foreign languages?—As to pronunciation, most decidedly.

10311. How would you propose that we should have it?—By ensuring that the teachers teach it properly.

10312. How would you ensure that?—By the method suggested, by sending round to the schools to see whether it is done properly.

10313. The next matter in the paper is practical examination in science?—That is a matter that arises out of the inspection. I believe that could be done both in physics and in chemistry.

10314. Do you wish to make any observations on the number of grades?—I think that you should do away with the Preparatory Grade, or else substitute for it a mere passing grade, with no competition in it.

10315. You have some suggestion to make as to the proper gradation of questions in the grades. I think that is a very difficult matter, because, as an examiner under the Intermediate Board said to me, the greatest trouble with regard to questions that he found in the Intermediate was in the Middle Grade. Not one examiner in a thousand can properly set a Middle Grade paper. He will set either a Junior or a Senior Grade paper. The best way to begin is with the proper gradation of books. In certain cases the books are very badly selected. Take the "Panegyricus" of Isocrates, which has been set for the Senior Grade, and in which it is very hard to set a difficult question; while, on the other hand, there has been prescribed in the Middle Grade the "Apologia" of Plato, in which the difficulty of the questions that could be set is unending. I would begin by being careful in the selection of books.

10316. Have you formed any opinion as to whether the student should be allowed the choice of subjects, or the choice of courses?—He should be allowed the choice of courses in the Senior Grade, and a choice of subjects only in the other grades.

10317. Have you considered the question whether there should be separate papers for the pass candidates and the honour candidates?—Certainly not separate papers. It would double the staff in every school, and tell heavily on all of us. I think the simplest method is to ensure that the papers should be fairly graduated. The first five out of a dozen questions should be fairly easy, and it should be clearly understood what would pass a student. I think that could be done without great trouble.

10318. Have you any opinion as to whether the papers that have been set heretofore were too easy or too difficult?—In certain cases the papers were much too difficult. I attribute that to the fact that the setting of the papers was put into the hands of men who were excellent scholars, but who for fifteen or sixteen years were absolutely out of touch with boys, and did not know what a boy ought to know, and what he ought not to be expected to know.

10319. You wish to make some observations as to the effect of the Intermediate examinations on the health of pupils?—Yes, I wish to say that I have not seen any serious effects on their health in general. I have known two very sad instances of overwork, in cases where the overwork was entirely due to the boys themselves, and where the parents were absolutely unable to control them. Those are the only two cases I have met since I have been headmaster; and with regard to the effects on the eyesight, and the criticisms of the medical profession, I think it is a very unfair *post hoc ergo propter hoc* argument, because the medical profession must know pretty well that ever so many children are born with a tendency to weak sight, and that the number of these has been increasing, because for the last 150 years science has been devoting itself to secure the "survival of the unfittest." When pupils have a tendency to weak sight, of course if they were wrapped up in cotton wool it might not develop, but when they read Intermediate books their sight grows worse, and it would grow worse if they only read *Tit-Bits*.

10320. Are the Intermediate examinations really a fair test of the whole school?—Well, I speak in fear and trembling of the Archbishop, but I really do think they are a fair test. Take it this way. A school has 200 pupils, and 80 or 90 go in. That looks at first as if you were not testing it. But you must take out those who have already been through the mill, and

some of whom are preparing for the universities, while others are preparing for commercial life. Then you have to take out those who are under 12. The Intermediate system does affect them, because every school that prepares boys for the Intermediate examinations models its classes on the Intermediate system, and those children will in time go in for the Intermediate examinations in their turn, and in the meantime they are being prepared for them and closely attended to. Then there is one class of pupils that tells heavily on us in the North, where parents send a boy to a National school until he is 13 or 14 and then send him to us. I don't see how you could test that boy. It is no test of the school to send him in for the Intermediate examination. He only carries with him the imprimatur of the National school inspector.

10321. You are, I think, returned as the manager of two schools?—I am manager of both boys' and girls' schools. That is another difficulty that would be in the way in case we had inspection. I think we are the only large school in Ireland that has adopted the American system of having both boys and girls taught together in the same class.

10322. In the boys' school how many students were there last year?—About 220.

10323. How many are within Intermediate ages?—I am not very certain. You have the data there. I did not bring a copy. They vary a good deal.

10324. Well, roughly speaking, how many are there?—Generally on the average in our third class—those that are below the grade standard—there are about 60, and then in the lot that are above there are about, I would say, 35.

10325. How many are there within the Intermediate ages?—I would say that there ought to be 125 or 130.

10326. Are there not more? Between what ages are they?—Inside the ages of 12 and 17. There ought to be about that number of those who are working in the Intermediate classes.

10327. How many of those went in for the examination?—I think about 90 went in.

10328. Well, the number that passed, 49 is it not?—49.

10329. In the girls' school about how many are on the roll within Intermediate ages? The entire number on the roll according to the statement sent in was 108. There should be some deductions from that—some that are not within the Intermediate ages?—There would not be so many girls. Of those 108, there would be not more than 25 who would be outside the Intermediate ages.

10330. About 80 would be within the Intermediate ages?—Yes; I don't think we sent in more than 40 for the Intermediate examinations.

10331. About 23 passed. Is not that right?—Yes. Of those girls a great number that come to us are residential. They are almost entirely ministers' daughters who have been scattered through the country at places where there are inadequate schools, and they come to us without any preparation, and they are unfit to go in for the Intermediate examinations.

10332. O'Conor Don.—You have great experience in schools belonging to different religious denominations?—I have.

10333. And the remarks you give us with regard to inspection would apply to all of those schools?—I think so. There is one thing that I may call your attention to—that the Catholic school has a slight advantage over the Protestant school with regard to inspection. For instance, if you observe, all the leading Catholic schools are managed by Orders, which are not merely teaching Orders but missionary Orders. Supposing that any principal of a college has an under teacher who may be a very excellent scholar and a very good man, excellent in every way, and yet not have the capacity for teaching—it is a comparatively easy matter to change him. There is work for him all over the world, as he is in a missionary Order. In the Protestant school, of course, the headmaster is regulated very much by what he can pay a man; and I think that inspection would be very severe on the small school. The inspector would say, "So-and-so is a very poor teacher," and all the headmaster could reply would be, "I know he is, but he is as good as I can get for the money." The Catholic school would decidedly have an advantage there.

10334. If inspection were established?—Yes.

10335. Do you not think, if inspection were established, that the almost necessary consequence would be that the State would require that the teachers should be certificated?—I think it would certainly lead up to that. If once inspection is established, you will see that the teachers must be certificated.

10336. Chairman.—Would you look upon that as a great disadvantage?—It would be a further step towards incorporating us under the State.

10337. The first step towards State management?—Yes. Once we are under the State and treated as Civil servants, give us as much inspection as you like.

10338. Mr. Justice Madden.—You say that the establishment of inspection would lead to the teachers being certificated. Give us your reason for that?—Or else inspection would be resultless. What are you as a Board to do if your inspector represents to you that a certain teacher in a certain school is deficient? What steps are you to take? If you take no steps, inspection is valueless.

10339. I do not see that inspection will necessarily lead to the teacher being certificated. The step would be to disqualify the school. I do not, however, want to discuss the matter?—I only mean that in the long run you would have to give some sort of stamp of competency to the teachers, or otherwise the headmasters could not be sure which teacher the inspector might not disqualify.

10340. O'Conor Don.—Is there any example where payment is made by the State on inspection in which it is not necessary that the teacher should be certificated?—I don't think so.

10341. If we are to judge by the example of other countries, is it not a necessary condition where the State pays on inspection that the State requires some guarantee that the teacher is efficient?—Yes, certainly.

10342. And the only means adopted in other countries for ascertaining that is the certification of the teacher?—Yes.

10343. Is it not very likely that as that has been the result in other countries, it would be also the result in Ireland?—It would have to be. In reading over this book I don't think I have found any large and successful Catholic college in favour of inspection. It would mean a great strain on them. It would mean that after they had served, say, seven years under their own rules, they would have to serve an extra time, I presume, in a training college.

10344. Rev. Dr. Todd Martin.—It has been suggested to us that inspection might classify the schools, say, into four classes, and that payment should be made ultimately on a capitation grant in accordance with the rank of the school. Do you think that that would be a workable plan?—Do you mean quite irrespective of the annual examination?

10345. Yes?—I don't think it would be a workable plan at all.

10346. Do you think it would be a disadvantage to get rid of the annual written examination?—Decidedly. I think it is the one and only thing in which everybody will have confidence.

10347. On the educational ground, apart from the question of public confidence, would you be in favour of a general written examination?—Well, I think so. I think, decidedly, that the written examination has every advantage; because, you see, first of all, it does away with nervousness, which is one of the greatest troubles of *viva voce* examination. Anybody who

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has to prepare pupils for a difficult *viva voce* examination, such as a classical sizarship in Trinity College, or a scholarship in the Royal University, will, I think, notice the pupils going in are very pale, and their pulses going at the rate of a 100. I don't believe that a *viva voce* examination of that kind, where a large prize is involved, is advantageous for the pupil. In your written examination the pupil has three hours for the paper, and there is plenty of time. Complaints as to want of time are very rare indeed. The pupil has time to sit down and get cool before proceeding to answer the questions on the paper.

10348 I don't know whether you have read Sir Joshua Fitch's lectures?—I have, some of them.

10349. I notice, he says of written examinations as an aid to education:—"A judicious examination tests the knowledge of the pupil. But it is also a valuable educational instrument. It teaches method, promptitude, self-reliance. It demands accuracy and fulness of memory, concentrated attention, and the power to shape and arrange our thoughts. . . . . Written work will call out qualities which could not be revealed by *viva voce* questions. The oral examination is good for intellectual stimulus, for bracing up the student to rapid and prompt action, for deftness and brightness. But oral answers are necessarily discontinuous and perfunctory. The pupil receives help and suggestion at every moment from the play of the teacher's countenance, from the answers given by his fellows. Whatever of unity and sequence there is in the treatment of the subject is the teacher's work, not the pupil's; and until you subject him to the test of writing you have no security that he has grasped the subject or that he is master of the links that bind one part of the subject to another." He there insist upon written examination as necessary to a full test of the work of a school. Now, is there any objection to making that written examination general—that is to say, bringing together the pupils of many schools and examining them in common. Do you see any objection to that? Supposing we leave out the case of the individual school, is there any objection to having a general written examination, to which a number of schools may send their pupils, the same papers being set for all the schools?—No, I see no objection.

10350. It has been objected to here that it limits the freedom of the teacher in the school, and a proposal has been made that we might have a written examination specially directed to the course in a school—in your school, for example?—I see what you mean. For instance, taking Belfast, there might be one course for the Methodist College, another for the Academical Institution, and another for the Royal Academy.

10351. Quite so?—I fail to see what advantage would arise out of that.

10352. You see no advantage in that?—I think the present system is far more satisfactory.

10353. It has been presented to us on this ground—that you thereby address your examination to the specific curriculum of that school, and leave the teacher, therefore, free to frame his curriculum for himself, subject to the approval of a central body. Do you think there is any great advantage in that?—I don't think there is. The curriculum in a particular school would be regulated by its own particular board. I am sure the schools would prefer to have their courses regulated from Hume-street than from their own particular board.

10354. Dr. BARKLEY.—A suggestion has been made to us that the present definition of a school ought to be altered, and one suggestion was—that a school should at least have forty pupils preparing for the Intermediate examinations, say, ten in the Senior Grade, ten in the Middle Grade, ten in the Junior Grade, and ten in the Preparatory Grade. What would you think of that?—I am very much in favour of giving every possible encouragement to the starting of small schools. There are certain parts of Ireland that suffer horribly for want of schools, and I would give them every chance. I would not go in for raising the numbers at all. If you go to some small town in the South of Ireland, where there happens to be a remarkably good National school, it will be very difficult to start an Intermediate school in a town like that. Therefore I would give them every chance, and if a school could show you ten pupils, you should accept that and give results fees.

10355. Many of the boys who come to your school have received the early part of their education in smaller schools?—A fair number. Some of them come to us too late from the National schools. And I am sorry to say that all my friends complain in the same way—that they are kept too long in the National schools; and they come to us with no knowledge of languages, very little knowledge of Euclid, and no knowledge of history.

10356. There are some National schools that teach Latin?—There are. The National schools of Belfast are extremely good; and it is only natural that the parents should keep their children at them. The education is good, and the fees are small. But the difference in the two systems tells against them when they come to a higher class school.

10357. You propose specialisation in the Senior Grade. I am not quite sure of what you mean by your answer in regard to that. You proposed specialisation in the Senior Grade in four groups, and that a student should take an honours course in one of the groups and a pass in the other subjects. Do you mean that he should pass in each of the four?—Yes. Supposing a boy had a special bent for classics, he ought to take the honours course in classics, and then be expected to pass in mathematics, science, and English literature.

10358. Would you not accept a pass in the Middle Grade for mathematics as a sufficient test of his knowledge of mathematics?—The only objection to that is that it would leave him for a year doing absolutely no mathematics at all. If you accept the Middle Grade year as a test, then for a whole year he would be doing nothing at mathematics.

10359. Might he not get the honours course in classics, and make up the four subjects by taking some subjects out of the other grades without being absolutely limited to one out of each?—My own notion of it was that the man should specialise for his honours subjects, and that at the same time the Board should lay it down that he was not to neglect all other subjects during the year.

10360. If he was to take classics for his honours subject—that would mean Latin and Greek in the case of most boys—and two other subjects, this is all that the Board requires to qualify for a pass in the grade?—Well, I mean, of course, that there should be a pass course in the Senior Grade; that he should not do the whole course as now laid down. It would be too much for him.

10361. The honours should be awarded in separate groups?—Yes, that was what I meant.

10362. With reference to the length of the papers, you said that in most cases the pupils had abundant time in the three hours to show what they knew of the paper. Have you found in the case of any of the papers that there has not been sufficient time?—Well, there was a complaint in regard to one of the papers last year. That is the only one that I really remember. I find that the good boys of the class will do the arithmetic paper twice over.

10363. Some of the arithmetic papers were rather difficult last year?—Yes, they were exceptional. I consider that last year's arithmetic papers, in the Middle Grade particularly, were rather too severe. There was general discontent about it.

10364. It is a curious result that the proportion of passes has been higher in the Middle Grade last year

than the year before, and that the proportion in the Junior Grade has been lower than the year before?—That was because the examiners afterwards repented.

10365. Most Rev. Dr. WALSH.—As the papers are unsatisfactory, can you suggest any remedy or any plan by which we can make them satisfactory?—The papers from year to year?

10366. The papers of any year?—I think you should have a board of examiners, and that the work of setting the papers should be left to two for the year, but that they should be submitted to the board of examiners to go carefully over them.

10367. Take the arithmetic papers. Would you consider this a good plan, that the papers should be submitted either to the whole body of examiners in arithmetic or to a committee representing the whole?—Yes, either one or the other.

10368. And that they should all be responsible for the suitability of the questions as arithmetic questions?—I think so.

10369. And furthermore that they should be responsible for the proper grading of the papers?—Yes, certainly.

10370. Out of a given set of thirty questions they should see which were fit for the Senior Grade, which for the Middle Grade, and which for the Junior Grade?—Yes. They should see that the papers run in the proper grades.

10371. We have had a suggestion before us that, in addition to that general board in reference to the examination papers, it might be useful to have an advisory committee representing the headmasters of the country, who would keep in touch with the Board, and point out desirable reforms from time to time. Do you think a committee of that sort would be of use?—That was what was certainly believed to be about to take place in 1879.

10372. Your respected father and I were members of a committee advising the Board when its first programme was being drawn up?—Yes. At that time every schoolmaster in Ireland, Catholic and Protestant, believed that the headmasters were to be a sort of Lower House in the matter and that your Board was to be the Upper House.

10373. You have never heard that there was the least friction of a denominational or religious kind in connection with that committee?—Never. I do not believe there would be the least friction in the world. All the headmasters would be most anxious to get things on a firm basis.

10374. And you think a committee of that kind would be of great utility?—I do. It would be a great advantage.

10375. With reference to the text books—you were here when some questions were asked about that. Do you think that the selection of the books in the various languages has been everything that it ought to be?—Oh no, I don't.

10376. Without going into details, you consider a committee such as I suggest would be of great use in this matter?—Yes, I think so. It would be of great use in getting suitable books selected.

10377. I suppose you agree with me that the books ought to be so selected as to secure that each boy or girl going through the course would be brought through a properly graded course in the literature of each language?—I think so. For instance in classics if you could have anything like the good old system, which is still kept up in the Jesuit colleges—grammar, poetry, rhetoric, and philosophy—if you could have something like that it would be a great advantage, that is to say, there would be one sort of books set every year.

10378. And these going in regular gradation?—Yes.

10379. You were asked some questions about the Science examinations. You don't wish to pronounce any opinion upon the question whether the papers can be so set in the natural science subjects as to test whether practical work was done in the schools?—No.

10380. But I take it that you consider there ought to be some security that the practical work was done?—Yes.

10381. Don't you think it a significant fact that under the Cambridge local examinations in England, they do not act upon the principle that papers can test this very important point. They lay down that the examination in elementary science is not to be taken at all, unless there is some laboratory and apparatus in the school, by which the student can be tested?—As far as it goes, it would seem to show that England had come to that conclusion.

10382. They also require that in botany the student coming to the examination should bring with him a pocket lense and dissecting needle. That points in the same direction?—Yes, it does certainly.

10383. Now, in the presence of a difference of opinion between the expert headmasters here, who, after all, have not very much experience in the matter, don't you think it would be a wise thing for us to follow the lead of an important body like the Cambridge local authorities, rather than set up our own judgment in face of the fact that expert opinion in this country is divided?—I would take the expert opinion first.

10384. It is all divided, half being one way, and half another way?—What first set me inquiring into it was the fact that a gentleman who has taught chemistry in a very important Catholic college said to me, that really if the examiner knew how to set a paper there would be no trouble.

10385. But other people say that it is impossible to do that. In reference to *viva voce* examination you recognise that there are advantages in a written examination and that there are advantages in an oral examination. Do you think that either system by itself is satisfactory and sufficient?—I think a written examination by itself, if the papers are properly set, would be entirely satisfactory.

10386. You told us that the Sizarship examinations in Trinity College and the Scholarship examinations in the Royal University were partly *viva voce* examinations?—Yes.

10387. Do you think there is any prospect of either of those bodies doing away with *viva voce* examination, and confining themselves to written examination?—No. There is a strong prejudice in favour of *viva voce* examination.

10388. You don't think that it rests upon any rational grounds?—No, I don't think it rests upon any rational grounds whatever.

10389. In Trinity College then you think they ought to abolish *viva voce* examination and confine themselves wholly to the written examination?—What I want to point out to you in reference to Trinity College is this: supposing the examiner is examining *viva voce* in Trinity College he is given an absolutely free hand. He can ask a question and then according to the answer that he gets he can go on to something else. Your Intermediate *viva voce* examiners could not possibly do that.

10390. Supposing they could?—Do you mean to say that—

10391. I merely wish to know what you mean to say?—The public would not stand it; the public would be at once dissatisfied. Supposing that happened in our town, and that two schools got different examiners, one school would say "our fellows were asked cut and dry questions and got no help from the examiner, whereas in the other they were led on."

10392. So that it is not on the relative merits of the two systems of examination, but on something about public opinion, that you base your remarks?—Quite so.

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10393. I am satisfied with that. You have expressed your opinion in reference to some statements of Sir Joshua Fitch. Now as I am partly responsible for the frequent references to the authority of Sir Joshua Fitch here, I wish to ask you, are you acquainted with his writings?—I have read them. But it is a long time ago, and I don't profess to be well up in them.

10394. He states in a very valuable Report which he submitted to the Secondary Education Commission (*reading*): "whether grants are to be awarded to schools or not, it is in no sense desirable that there should be a uniform system of examination applied to all secondary schools alike." And then he quotes with approval the recommendations of the London University that before the examination the governing body of a school should be consulted, so as to secure "that the examination will as nearly as possible follow the course of the ordinary school work." Now, recognising the high authority of Sir Joshua Fitch, will you take it upon yourself to express an opinion at variance with his?—I would most decidedly.

10395. Rev. Dr. SALMON.—You spoke about what the great Irish nation would not stand. Would it stand our not forming any opinion of our own and binding ourselves to whatever Oxford and Cambridge may do at their local examinations?—I think, Provost, that the great Irish nation would be far better pleased to see you strike out a line of your own.

10396. Supposing Sir Joshua Fitch did not approve of it, what then?—I would say that Dr. Salmon did.

10397. Most Rev. Dr. WALSH.—Supposing Dr. Salmon didn't?—I am inclined to think he would.

The witness withdrew.

The Commission adjourned until the following morning.

TWENTY-FIRST DAY—THURSDAY, FEBRUARY 16TH, 1899.

Feb. 16, 1899.

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S.; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary

JOHN JOLY, D.SC., F.R.S., Honorary Secretary to the Royal Dublin Society, and Examiner in Natural Philosophy to the Intermediate Education Board, examined.

John Joly, D.Sc., F.R.S.

10398. CHAIRMAN.—Dr. Joly, you are a Doctor of Science?—Yes.

10399. And for some years you have examined in natural philosophy for the Intermediate Education Board?—Yes, I have.

10400. For the last fifteen years you have been teaching in Trinity College, first, engineering, and then, experimental physics, and at present, geology and mineralogy?—Yes.

10401. For five years you have taught experimental physics in the Alexandra College?—Yes.

10402. For one year you have taught experimental physics and natural science in St. Columba's College?—Yes.

10403. And you have examined for us, I think, for two years?—Yes. Before you ask me any more questions, may I just say that I have to apologise for Professor Cunningham, for his absence. He is detained in London by an Army medical examination, and also by a Council meeting of the Royal Society, and he asked me to express his regrets to the gentlemen of the Commission that he could not be here.

10404. We have received a letter from the Royal Dublin Society, referring to a report of the Committee on science teaching in Intermediate schools, which was laid before the Lord Lieutenant, and they state that they have appointed Dr. Cunningham, Vice-president, and yourself, Honorary Secretary, to represent the Society before the Commission that is now sitting?—Yes, that is so.

10405. Now, as you have stated, Dr. Cunningham, unfortunately, is unable to attend. We have received a letter from him, stating that he had conferred with you, and that you are quite in accord in regard to the evidence that you were conjointly to offer, as representatives of the Royal Dublin Society?—That is so.

10406. You have also been good enough to send us in yourself, personally, answers to the questions that we circulated?—Yes.

10407. So that I assume that you wish, first, to state the views of the Royal Dublin Society, which you represent, and then, separately, to state your own views?—Yes; that is my wish.

10408. Would you rather state the views of the Royal Dublin Society in your own words, or would you prefer that I should ask you some questions about it? Perhaps, it would be better that you should say, generally, in the first instance, in your own words, what you have to say?—I think it would, perhaps, save time if I did so. I may mention, in the first place, that the Royal Dublin Society has a claim to speak upon this matter. It has done pioneer work in science since the beginning of the century, and its Science Committee numbers some of the ablest scientific men in Ireland among its members.

10409. Do the names of the Science Committee appear in any of the papers before us?—No, they do not.

10410. Have you a paper there stating their names?—I could give you the names.

10411. You can hand them in afterwards?—Very well. Professor Hartley directed the attention of the Science Committee to the decrease in the numbers of students studying under the Intermediate Act.

10412. O'CONOR DON.—Decrease in science students?—In the number of science students; a Committee of the Council was formed to consider the question. The result of the considerations of that Committee is set forth in a report, which was forwarded to His Excellency, and was adopted by the Committee of Science and its Industrial Applications, on the 24th of May, 1898.

10413. CHAIRMAN.—And it is signed by Mr. W. E. Adeney, as Chairman?—It is signed by Mr. W. E. Adeney, as Chairman.

10414. That is printed at page 374 to 376 of our Appendix, which is already published?—Yes. The matter which was considered by the Committee was, in the first place, the fall-off in the number of students in natural philosophy and chemistry during the last years, especially since the year 1891. The fall in numbers was most marked after the period of 1893. In that year, one-fourth of the total number of boys who presented themselves for examination, presented themselves also in natural philosophy. In the ensuing year this proportion had fallen to one-fifth, and in the year succeeding that, that is in 1896, it had fallen to one-tenth, and in the subsequent year, that is the year before last, 1897, it had fallen to one-eleventh.

10415. One-eleventh of what number?—Of the total number who presented themselves for examination in all subjects.

10416. Yes?—The decrease in chemistry is still larger, the numbers falling from one-fourth of the total number who presented themselves in 1889, to one-third in 1890, to one-eighth in 1895, and to one-twenty-third in 1897, these figures being the fractional proportions of the total number who presented themselves for examination under the Intermediate this was due to the want of value placed upon scientific subjects in the marking. That is, that scientific subjects in the marking. That is, that whereas 500 is the maximum marking that can be obtained in any scientific subject, 1,200 can be obtained in Greek or Latin, and the Committee considered that this must act to reduce the number

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of pupils who presented themselves in science, because it is, of course, apparent that as the results fees are based at so much per hundred marks raised by the pupil, it is a very simple matter to show that a boy taking honours, say, in the Middle Grade, in natural philosophy—just taking honours—will earn about 22s. 6d. for the schoolmaster, whereas a boy taking honours in the Middle Grade, in Greek, will earn as much as £2 14s. for the schoolmaster. Such figures, of course, mean that it is better for the schoolmaster to confine his attention to literary subjects, the ancient languages, Latin and Greek. It was thought that a further matter that demanded the attention of the Committee was the modes of teaching science. We were unanimously of opinion that scientific teaching cannot be effectively carried out without the aid of apparatus. We considered it quite impossible that a boy can be taught to understand the working of an apparatus, and the means by which it is used, to demonstrate any particular law of nature, by simply looking upon a picture of that machine. And we also considered that in chemical science, the same objection arose to the existing methods of teaching that science. A boy presenting himself for an Intermediate examination, of course, may, or may not, have acquired his scientific knowledge by the use of apparatus. The system calls for no guarantee that he has studied science in a proper way, and our Committee was unanimously of opinion that that would well form a matter for inquiry by His Excellency. They recommended, in order to mitigate these evils, that there should be an inspection of schools, and that the examination in scientific subjects should be, as far as possible, a practical one. They added a recommendation that *for the present*—the words will be found in the last pages of the report—that for the present, the aid of the Science and Art Department might be called in to help in the work of inspection, or to carry out the work of inspection, seeing that they were a body already existing, and provided by Government for carrying out such work. Therefore, the recommendations of the Royal Dublin Society are, briefly, two; one, that the Intermediate scale of marks for theoretical and practical science should be raised to such a degree as would encourage science teaching, and, secondly, that inspection and practical examination should be insisted upon. I may observe, in conclusion, that the Royal Dublin Society had not under consideration the general reform of the system; they had only under consideration the particular matters concerning scientific teaching in Ireland.

10417. You are aware that up to the present—indeed, you have stated it—we have had no inspection under our system, and that, therefore, we do not test practical work in chemistry or natural philosophy?—I am aware of that.

10418. Now, without going into the question of whether, without an amendment of our Act, we can do that, or whether we cannot do it, am I to understand that the Royal Dublin Society consider that it is impossible that we can encourage the teaching of chemistry or natural philosophy efficiently, unless we have that inspection?—That was the unanimous opinion of the Committee.

10419. And, therefore, if we have not power under our present Act, it is essential that we should apply for power to do that?—That was the decision of the Committee, and at the end of their Report they add a request, that if there are not powers under the Act to carry out such inspection, the powers ought to be obtained by Act of Parliament.

10420. Now, as we have not the names of the gentlemen upon that Committee before us, I should be very glad to have the names of some of the gentlemen prominent in science in Ireland, who formed the Committee that made that recommendation?—I may first mention the name of Professor Hartley, who originally called our attention to this matter; and, also, the name of Professor Johnson, Professor of Botany in the Royal College of Science; Professor Grenville Cole, Professor of Geology in the Royal College of Science; Monsignor Molloy; and, also, the name of Professor FitzGerald.

10421. Is that Professor George FitzGerald?—Yes, Professor George F. FitzGerald, who acted upon this Committee; and, also, Professor Preston.

10422. They naturally considered what should be the character and extent of that inspection as to natural science. Did they consider that the students should be examined in practical work in the laboratory—in the mode of performing experiments?—That was the idea that we had—that the students should be examined in practical work, to see that they understand the apparatus, and the experiment which they perform: to see that they are familiar with the apparatus.

10423. You would not be satisfied, as I understand you, with the student merely seeing experiments performed before him, as in a popular lecture, but not taking part in them himself?—Certainly not. It is absolutely essential that the student with his own hands should make the experiments.

10424. Would you wish, in the teaching of chemistry, that when students are a little advanced, they should themselves make qualitative analyses of simple substances?—I think that Senior students might well do so.

10425. Now, you know that the subjects, by the study of which students can most easily obtain exhibitions, will naturally be the subjects that will be chosen by brilliant boys?—Yes.

10426. You recognise that?—Yes.

10427. Are the Society of opinion that the knowledge displayed by the students at that practical examination in the laboratory should be taken into account in the competition for exhibitions?—There is no special mention of the subject of exhibitions in this Report, but I have no hesitation in saying that they would agree with that, and that they would ask that practical acquaintanceship with experimental physics and chemistry should count in the granting of exhibitions.

10428. You recognise the importance of that, having regard to the fact of the students naturally choosing the subjects, by the study of which they can most effectively, and with least labour, obtain exhibitions?—I recognise the importance of it, both from the schoolmasters' point of view, and from the students' point of view.

10429. Now, assuming that up to the present, we could not have an actual test of practical work in chemistry and natural philosophy in schools, do you consider that education in those matters could not be effectively tested, or that knowledge in those subjects could not be effectively tested?—I do; I consider that it would be impossible to effectively test a student's knowledge in them.

10430. I may tell you that that very much affected our minds in allotting the number of marks we have allowed to chemistry and natural philosophy in this system. Do you think that without any practical test in the laboratory the Board could be satisfied that there was sufficient educational knowledge in those subjects to entitle the subjects to greater marks than they have; in other words, assuming that there is no power to have a practical examination in the laboratory, are the marks allowed sufficient?—I think that the fact that the marks are not as high as those in classical subjects has a tendency to make the teacher and the pupil look upon scientific subjects as inferior in importance to classical subjects.

10431. Naturally?—I think that that is an evil attending lower marking—inferior marking.

10432. I agree?—But I am quite with you in that I do not think that merely high marking will ever lead to proper science teaching.

10433. Without insisting on practical examination?—Without insisting on practical examination.

10434. I think your evidence would nearly go to the extent of saying that if we cannot insist upon this practical examination of work in the laboratory, it would be better for us to give up the examination in chemistry and natural philosophy altogether?—Well, I would find it hard to come to a decision.

10435. It would be a very lamentable decision to come to?—It would be.

10436. But, as I understand your evidence, the work that we at present pay for may possibly be a sham, and nothing else—not useful work?—Might I refer your lordship to a report which I myself sent in as long ago as 1894, when I was an examiner?

10437. If you please?—Even at that time, my attention was drawn to the evils of the Intermediate system as applied to science, and, in conjunction with my colleague, Mr. Coffey, I wrote a report on the evil effects of scientific teaching without a practical test. In that report I have stated that although a large number of students—in fact, the majority of students—appeared to display symptoms of this evil still, there were exceptions to it. I quote this in answer to your question, because I consider that if there are exceptions to-day, and if some schoolmasters are conscientious enough and careful enough to teach their boys science as it should be taught, it would not be an advisable conclusion to sweep away science subjects altogether, because the evil might be wide-spread, tending to bad teaching.

10438. In other words, that would be a counsel of despair?—I think it would be a counsel of despair.

10439. Will you kindly refer me to what you say? Is it in the natural philosophy report or in the chemistry report?—In the natural philosophy report. I refer, in the first place, to the fact that in the Junior Grade "the answering is, on the whole, indicative of careful preparation. The number of passes is high, and among the candidates obtaining honours there are many of much merit, both as regards the degree of understanding displayed and the style in which the questions have been answered. There is one feature, however, in the manner in which students are prepared for this examination which is not a matter for congratulation, and which is conspicuously revealed in the answers to some of the questions upon the paper. The preparation appears to be, in an undue degree, of the nature of 'grinding,' and the knowledge displayed by the students, in the large majority of cases, shows a serious lack of practical teaching by experiments. The powers of observation of the student seem to be, in fact, left uncultivated. He cannot distinguish or describe any difference in the physical properties of common substances, such as iron, water, sand, and air while he can answer with perfect facility a question on the velocity acquired by a body falling at the surface of the moon." That refers to a question which we put upon the paper in view of this very matter—a simple question, asking the students to distinguish between the physical properties of iron, sand, water, and air, and it was hardly answered by one of them. "A large number of those attempting the question upon the physical properties, offer a string of scholastic definitions, often completely misapplied, as 'porosity, extensibility, elasticity, penetrability,' etc., etc. This, in our opinion, reveals a most serious deficiency in the preparation. It strikes the examiner at once that a pupil who cannot answer this question, is very unlikely to understand the meaning of 'g,' or appreciate, outside mere definition, any distinction between mass, inertia, and weight. Many; indeed, answer questions on the latter with perfect precision, quoting certain classical definitions, who cannot say in what respects water and iron differ from one another. Again, many attempting the question on specific gravity, quote the formula correctly, while representing in the diagram the most impossible modes of carrying out the experiment. All this points to the conclusion that too much is attempted in this Junior course, and too little taught as it should be taught. The one aim in teaching physics should be to give the pupil an intelligent interest in the natural phenomena around him. A book-knowledge of definitions and formulæ, not verified and explained to the student by reference to nature, is not of much value. In short, the idea derived from a perusal of the majority of the answers, is that while the preparation has been most careful, it is not of the right sort, rather tending to narrow and cripple the understanding, by transcending its capabilities and ignoring its functions, than to lead it out to a contemplation of the phenomena of nature. Until experimental teaching and experimental learning are introduced into schools generally, this evil has little chance of being abolished. It is quite to be expected, from the existence of the evil alluded to, that the answering in the higher grades should show but little advance over the merit displayed in the Junior Grade. In the Senior and the Middle Grades, neither the style nor matter of the answers have improved above those displayed by the younger candidates, in a degree corresponding to the difference of age. Quite easy questions, involving a little knowledge of what is measurable by experimental means, are attempted by the most impossible suggestions. This would be at once remedied by experimental teaching, when, even if the student's memory failed him as to the correct procedure, he would not hazard such a suggestion as that of measuring the velocity of sound in a rod, six feet long, by stationing an observer at each end, with watches, who are to observe the interval elapsing between sending and receiving a signal through the rod. Again, in the Middle Grade, whereas the numerical questions were constantly answered correctly, very few, even approximately, correct answers were given to a simple question on the pressure of a vapour in presence of its liquid. There were, in these grades, however, many cases to which the above criticism does not apply, but in which the student really appeared to appreciate the principles of the science, and the possibilities of physical measurement."

10440. In teaching physical science and chemistry, is it not considered that one of the first faculties that are encouraged by it in young students is the faculty of observation?—Most decidedly.

10441. And, therefore, if those powers are not cultivated by the modes in which these subjects are taught, they do not fulfil their function as factors in education?—They do not.

10442. There is just one remark in this report, which was the reason that I asked you whether you thought it would not be better to give up the examination in these science subjects altogether if we are obliged to continue the present system. You say, "In short, the idea derived from a perusal of the majority of the answers is, that while the preparation has been most careful, it is not of the right sort, rather tending to narrow and cripple the understanding, by transcending its capabilities and ignoring its functions, than to lead it out to a contemplation of the phenomena of nature;" in other words, that it is doing more harm than good?—I admit that, in a great many cases, I think it does more harm than good, but it would certainly be a policy of despair to abandon the subject.

10443. Then, I may take it that your opinion and the opinion of Dr. Cunningham, and the opinion of this great Committee of the Royal Dublin Society, that for so many years had devoted its attention to science, is that it is an absolute necessity that we should get some powers, if we have not got them

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at present, to have practical examination in natural science subjects in the laboratories, and to act to a certain extent upon the result of that practical examination in the competition for exhibitions?—That is the recommendation of the Committee.

10444. Now, is there anything else you wish to add as being the views of the Royal Dublin Society, as distinct from your own personal views?—No; that is all.

10445. Did your committee consider what should be the amount of marks that would properly represent these natural science subjects, assuming they were properly taught and properly tested by practical examination in the laboratory?—There was nothing definite—no definite conclusion was come to, but there is a statement in the report that the marks should be such as would induce schoolmasters to take up science subjects as they would literary subjects.

10446. I know; but that does not give much information as to what that mark should be. Professor FitzGerald suggested that the marks for natural philosophy and chemistry, taken together, ought to be equal to the marks for Latin and Greek together, that is, 2,400. But if the Royal Dublin Society did not consider that subject, I will pass from it?—The actual numbers are not stated in their report.

10447. Now, as to your individual views. In your opinion, is this system of payment by results a good system?—I am sorry to say that I think it has turned a great many of the Irish schools into "grinding" establishments. It has made the examination the chief feature of school life. Now, my views upon examinations are these. An examination is a necessary evil in the case of those students, over whose hours of leisure we have no control; but it is just the privilege of a school that the hours of the students are under the supervision of the master, and the daily lesson, with an occasional school examination, should be enough to make sure that the student is advancing. Another evil of the results fees system, over and above that of encouraging the examination system to excess, is that it leads to the neglect of backward pupils. A backward pupil, or a slow pupil, is not likely to attract the attention and the care of the schoolmaster as much as a brilliant boy, but it is just the backward pupil who wants the care and attention. It makes all the difference in the life of a man whether his schoolmaster took pains with him when he was a boy—perhaps, a backward boy. It is just then that the whole question as to whether his knowledge is founded upon first principles or not hangs. The pupils in the Intermediate schools seem to me to be educated to a great extent for the benefit of the teachers, not for the benefit of the students; I say, "to a great extent." A premium is put upon subjects that can be learnt out of the book, to the stifling of all originality and power of observation. In short, the old, quiet education would appear to be no longer possible. I think that these are some of the evils brought about by the results fees system.

10448. Have you yourself, in your own experience, observed these evils existing in fact, or is it from *a priori* reasoning that you arrive at the conclusion that they exist?—I myself was educated before the time of the Intermediate system, and I have not taught in any school in which the Intermediate system held sway. I taught in St. Columba's School, but in that school the pupils are not sent forward for Intermediate examination. Therefore, my remarks are, to a great extent, based upon *a priori* conclusions, but they are, to a certain extent, based upon what I know is necessary for the teaching of that great branch of human knowledge—that is, science; and, also, from my acquaintance with students coming into Trinity College from Intermediate schools.

10449. And, I suppose, to a certain extent, from your own experience as an examiner in those subjects under our Board?—And from my experience in marking examination papers—as I have referred to in my report of 1894.

10450. Are you yourself able to tell us what is the reason why St. Columba's College does not send any students in for our Board's examinations?—I cannot pronounce an opinion upon that.

10451. In reference to examination, you recognise a distinction between a school examination by the teacher himself and an examination by an external body. Do you recognise any difference between an examination of young students by their own teachers at an ordinary school examination and an examination of them by an external body?—I do. I did not at first apprehend your question. I do recognise a difference.

10452. I suppose that what you refer to as a necessary evil is an examination by an external body, such as we are here?—I consider that that is a bad feature—the fact that the body is external to the school.

10453. Is it, in your opinion, a worse feature when that examination becomes a competitive examination for large prizes?—I consider that that is a worse feature.

10454. And worse again when upon it depends the payment to the managers of the school?—I think so.

10455. And, perhaps, worst of all when it is obliged to be conducted entirely in writing?—I think that that is absolutely evil.

10456. Now, you are aware that as life is, we must have some examinations. When a person is about to go into the Civil Service, it is necessary to ascertain his qualifications, and, therefore, it is necessary to have an examination for that purpose, and even a competitive examination?—I quite recognise the necessity.

10457. Does not the object of the examination constitute an essential difference between different classes of examinations? In one the object is to ascertain the person who has the greatest amount of that kind of knowledge which is considered useful in discharging the duties of a particular office. In the other the object is to ascertain whether a student has been efficiently taught, and to encourage his efficient teaching?—I think it makes a great difference.

10458. You have referred to the limits of age for our examinations. According to your opinion, what is the earliest age at which students should be exposed to competitive examination by external bodies?—I think I would fix 15 years of age as a limit.

10459. That they should have attained fifteen years of age?—That they should have attained fifteen years of age. But may I just say a word on that?

10460. Certainly?—In reference to that, I would like to state that there are certain recommendations here by Professor Cunningham and myself which bear upon that matter. The whole system of public examination, we suggest, should be modified; in fact, we suggest that public examinations should be confined to the granting of exhibitions, and it would be, I think, desirable that a limit of age should be set in the case of boys going up for those exhibitions. The precocity of boys differs to a very considerable amount, as we all know; therefore, it is a difficult question to enter up. But, as some rule must be made, I am inclined to think that such an age as I have mentioned would be advisable as a limit.

10461. In what paper is the recommendation of yourself and Dr. Cunningham?—You will find it under the first paragraph.

10462. I was treating this as the evidence only of yourself?—But Professor Cunningham agrees with it.

10463. But Professor Cunningham agrees?—He concurs in the recommendations I am making.

10464. I do not know whether you would retain examination for the purpose of exhibitions?—For the purpose of exhibitions.

10465. Without the limitation that no student who had not attained the age of fifteen years would be eligible to present himself for examination?—To be exact as regards that particular point, I have not discussed the matter with Professor Cunningham.

10466. But your opinion is?—That he should not be younger than fifteen.

10467. But Professor Cunningham agrees with you that examination should be only for exhibitions?—He agrees with me in that.

10468. Have you considered, then, how managers of schools should be paid for students who were educated by them, and who did not compete for exhibitions?—We considered that grants to schools should be given on the results of inspection.

10469. Yes?—That the general performance of the scholars as a whole should be taken into account in awarding these grants, and that the proficient management of the school should enter into the consideration. The performance of the scholars as a whole would be judged by the inspector; he would select at random a few boys from the various classes, and would, as far as possible, examine them *viva voce*, orally, and, perhaps, set short papers. Of course, we are assuming that he is a man of judgment, and that if the schoolmaster appeals to him that he has picked out a particularly unfavourable selection of students, he would be willing to select another lot for consideration. We recommend that the visits of these inspectors should be at no particular assigned dates, and that two inspectors should together visit the school—one a mathematical and scientific inspector, and the other a literary and classical inspector. We think that nothing but good would come from having two inspectors simultaneously visiting the school. We also considered that the amount of grant should be in part conditional on the proper equipment of the school for teaching elementary science, and on the efficiency of the school for teaching elementary science. In the first case, in introducing such changes, there might be a difficulty, and we suggest that this last rule, as to the efficient equipment of the school for teaching experimental physics, should be taken leniently at first; that, in fact, it should not be enforced until after a certain date, which might be assigned two or three years hence. So that, ultimately, it would be compulsory for all schools to have a proper equipment for teaching experimental physics and elementary chemistry.

10470. Dr. BARKLEY.—Do you mean all schools, or only all schools that undertake to send pupils in for the Intermediate examination?—All schools entering for the Intermediate.

10471. CHAIRMAN.—Of course, there is a difficulty in reference to the equipment for teaching natural philosophy and chemistry in some of the smaller schools. I wish to ask you a question about that. You are aware that under the Science and Art Department provision is made for paying one-half of the expense of equipment, if the local body will contribute the other half. Now, this Intermediate Education Fund is a local fund; that is, it is a non-Imperial fund, an Irish fund. Do you think that in the case of smaller schools it would be an advantage if we had power to supply that other half—either by way of gift or by way of loan—to supply that other half which would be a necessary condition precedent in order to get the other half from the Imperial fund, and in that way to help these smaller schools to provide proper equipment for teaching science?—I think it would be a good thing. I understand that it is done in Wales and in parts of England; I think it would be highly advisable in Ireland.

10472. You recognise the difficulty of our insisting upon schools having proper laboratories in the smaller schools in the poorer parts of Ireland unless we give them some assistance?—I fully recognise that difficulty, and I was going to say that Professor Cunningham and myself, in considering that matter, thought that the best step to take would be, in the first instance, to lower the results fees. The suggestion, I think, was originally made by Monsignor Molloy, and I think it is a good suggestion—to lower the results fees in the first instance, and with the fund so obtained to give grants for the scientific equipment of the schools.

10473. We have a sum, I think, of about £80,000 that has been saved from former years, but, at any rate, we have some small fund by which, even without lowering the results fees, we would be able to give substantial assistance, if we had power under the Act of Parliament. But you think that, however we manage it, it would be an advantageous thing if that could be done?—Certainly.

10474. Now, speaking of the Science and Art Department, you are also of opinion that we ought to obtain power to act upon the inspection of the Science and Art Department as if it were our own inspection?—The reference to that in the Royal Dublin Society's report is qualified by the expression "at present."

10475. Yes?—The reason of that was that we were by no means all unanimous in recommending that as a permanent arrangement, and, as this report did not refer to the entire revision of the system, I think that we individual members of the Committee may claim a certain amount of latitude in expressing our opinions. I therefore, am not in favour of using the funds of the Science and Art Department; I think it would be better that the one department should control the whole of this Intermediate education, both the scientific teaching as well as the other branches.

10476. I hope you would be of opinion that arrangements should be made by Act of Parliament by which we would get the control of a fair proportion of the funds of the Science and Art Department, that Ireland should get its fair proportion of the funds?—I certainly think so.

10477. I observe by the last report of the Scottish Education Department that is signed by Sir Henry Craik, that it refers to arrangements having been made between the Science and Art Department and the Scottish Education Department by which the latter has got control of the Scottish share of the Science and Art Department grant?—I think the same idea might be applied to Ireland with great advantage.

10478. I want to know a little more particularly what you think exactly the action of the inspector ought to be at the schools. An objection has been made here to inspection that, in consequence of the enormous number of the subjects which students can take up, it would be necessary that a great number of inspectors should examine the various schools, and that if all the subjects were examined in, a great amount of time would be consumed. I wish you would state generally what your view of the inspection would be?—My view of the inspection is that two inspectors in the two chief branches of education, mathematical and literary, should visit the school, and that, along with them, a couple of examiners, if necessary, might go. They might be accompanied by a couple of examiners in special subjects, if such were required, and the inspection of the school would apply to all the matters which concern the well-being of both body and mind of the pupils, and the examination would be applied only to some of the scholars picked from the classes,

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taken at random from the classes, and an inspection might occupy a couple of days.

10479. I quite understand the necessity for having a practical examination of the students in chemistry and natural philosophy, and I quite understand the necessity of an examination of the same nature in modern languages for the purpose of ascertaining the pronunciation; but would you think it necessary in other subjects that more should be ascertained than the general efficiency of the class as a whole, as distinct from the efficiency of individual pupils? Take the subject of Latin, for instance; what would the inspector do in reference to Latin?—I am afraid that my opinion would not be of much value upon that.

10480. Very well. You have considered the subject, and you think that it is a practical one, and could be carried out without unreasonable expense?—I think so.

10481. You are of opinion, I understand, that only selected candidates should be sent forward for the examination for exhibitions?—I am.

10482. Then, any candidate whom the manager of a school wished to send forward, or any pupil who himself wished to be sent forward, naturally the inspector would be obliged to test his knowledge to a certain extent?—I do not think so, with all respect. I think that the schoolmaster is the best person to choose the candidates. I do not believe that the inspector would form at all as good an idea of who were fitting pupils to send forward as the schoolmaster could.

10483. I quite agree in that, but I thought you were of the opposite opinion. When you state that "only selected candidates" shall be sent forward, you mean selected by the schoolmaster?—Yes; not necessarily by the inspector.

10484. But if there were any candidate whom the headmaster wished to send forward, he should be at liberty to do so?—Precisely. I do not think the schoolmaster ought to be tied up too rigidly in that.

10485. I quite agree, and I asked you the question because I misunderstood what you had written in this paper?—I beg your pardon.

10486. You wish to give us the benefit of your views as to the division of candidates into grades?—I just wish to say on that question, that I think that certain grades should be recommended by the Intermediate Commissioners; that is to say, I would have a Junior, a Middle, and a Senior Grade, and the ages qualifying pupils for those grades would be a matter of recommendation, but not of compulsion. I think that the varying capacity of pupils from one to another in point of ability is so great, that these hard and fast rules should not be too abundant, and, therefore, I would have it a matter of recommendation, and not of compulsion. Similarly, I would have it recommended by the Commissioners that the educational course in the schools should finish at the age of seventeen, but I would not attach penalties to that, except it appeared to the inspector that such an abnormal number of boys were in the Junior Grade that it reflected upon the efficiency of the school as a teaching establishment. In that way a natural corrective would arise on any possibility of unfairness in keeping older boys in Junior Grades in order to make a school appear to be more efficient.

10487. Your view would be that the Junior Grade should be for candidates under 15 years of age, the Middle Grade for candidates under 16, and the Senior Grade for candidates under 17; is that it?—That is not exactly my idea.

10488. Or slightly over those ages?—Those are not exactly the ages I had considered.

10489. Will you kindly give me the ages you would suggest?—From 12 to 14 I suggested for the Junior Grade; from 14 to 16 for the Middle Grade, and from 16 to 17 for the Senior Grade. That is an entire for the five years.

10490. You are of opinion that elementary natural science should be compulsory in all grades?—I am strongly of opinion that elementary natural science should be compulsory in all grades. The fact is, that I think we have come to such a stage of civilisation that a man can no longer be called educated who is unacquainted with the elementary laws of nature. I do not think that that can be too strongly dwelt upon. I think it is a disgrace to our schoolboys that they should go out into the world, and not be able to tell you who Sir Isaac Newton was, and who are unacquainted with the lives and works of the great scientific thinkers. There is nothing that fires the ambitions of boys so much as to hear of the deeds of great men, and I think that the lives of great scientific men, and what their deeds have been, should be one branch of instruction in schools; it should form part of the scientific education in schools.

10491. We had a witness examined yesterday, who told us that there was no outlook in Ireland for scientific students, and for that reason he thought that the position of science in our programme ought not to be raised. I would be glad to have your views upon that, Dr. Joly?—In the first place, I think that in considering that question you have to estimate where we would have been had science been an established branch of school teaching in the past. We cannot always judge of the future from the present, and there is no doubt about it that the present backward state of Ireland in science is greatly due to the neglect of science teaching in the schools. I, therefore, think that no conclusion can be drawn from that, nor do I think we ought to look forward with such despair to the scientific development of the arts and industries of Ireland.

10492. Is there not a considerable number of positions in Ireland which must be filled by men who have had a first-rate scientific education; for instance, take a brewery establishment, and take the principal brewer: surely he must have had a scientific education?—Oh, yes.

10493. Everybody connected with these chemical works—I mean the heads of chemical works—must have had a scientific education. I suppose that you are aware that all our first-rate chemists usually go to Germany to finish their education, or many of them do?—Many of them do.

10494. People that are employed in these electric lighting companies—it is necessary that they should have had a scientific education, is it not?—I think there are many appointments open to scientific men—I think quite as many as for almost every other subject that you can mention that forms a branch of school education.

10495. You know the generality of our professions are now overstocked; a most brilliant man may go to the Bar, and be at it for twenty years without getting a brief, I am sorry to say?—That is so.

10496. The next head you have written down here is the suggested curriculum?—Professor Cunningham and myself went into the question of what the general curriculum of a school should be. We are opposed to the idea that a school should be divided into different sides; we think that a general education, and a good general education, is at the basis of all specialisation, and should be, and the curriculum that we suggest is as follows. I may say that this curriculum was drawn up by us at a time when we were rather in favour of having two grades, a Junior and a Senior, only, but the change does not materially alter the subjects recommended. In the Junior Grade, the compulsory subjects were to be English (that is, the language and literature of England), the history of

Great Britain and Ireland, general history, and French or German, and Latin. Among mathematical subjects there were to be arithmetic, algebra, Euclid, and also drawing. In science: geography, physical geography, biology, and natural philosophy. In addition to these, in the Senior Grade, trigonometry, chemistry, and elementary astronomy should be taught. Those are the compulsory subjects.

10497. Yes. How many optional subjects would you allow?—Then, in optional subjects:—Greek, chemistry, book-keeping, French (if German is chosen as a compulsory subject), and German (if French is chosen as a compulsory subject), commercial English, commercial French, commercial German, and Italian or Spanish. We also considered that some amount of specialisation might be allowable in the Senior Grade in the last year of school life. We venture to suggest, if it is not going too much into detail, the names of some specially eminent school-books for some of these scientific subjects, only, of course, dealing with names with which we were familiar. Perhaps, I may be allowed to read the names of a few books.

10498. Certainly?—In the Junior Grade, for physical geography we recommend Huxley's "Physiography"; in biology we recommend Thomson's "Animal Life"; in the Senior Grade, in biology we recommend Huxley's "Physiology" and Parker's "Biology"; in astronomy we recommend "Concise Knowledge of Astronomy," which has recently appeared, and also Lodge's "Pioneers of Science," which is a noble book, and should be in the hands of every boy of 16 or 17 years of age. In chemistry we think that Faraday's "Course of Lectures on the Chemical History of a Candle" should be familiar to the schoolboy. This curriculum, I may observe, was drawn in view of the fact that most of the boys do not go on to universities, and that the school must stand in lieu of universities to the vast majority of the boys who go through it, and, therefore, it should provide a wide education. We considered that if specialisation is allowed from the first, a boy will go on into life narrowly educated all his days, and in that respect Professor Cunningham reminded me of a recent definition of Professor Lecky, which, I think, is a very interesting one. "Education," he said, "should have the double end of fitting a man to make his way in the world and to enjoy his leisure." That is a very good and true saying, but we would like to point out that it is rather a prevalent idea that the only way a man can enjoy this leisure is to study classical subjects and literary subjects. I think that that is a very great mistake, and you might point to the present Prime Minister of England, Lord Salisbury, as an exception to that rule, as he spends his leisure in scientific pursuits.

10499. Mr. Justice MADDEN.—That rather depends on the bent of the individual mind?—That depends on the bent of the individual mind, I quite admit that.

10500. CHAIRMAN.—You have handed to me this memorandum on the Existing System of Intermediate Education in Ireland, which has been sent in by Captain Abney, Mr. Barton, and Dr. Cunningham. May I take it that you agree in that memorandum?—With most of the features in that memorandum I agree, but my present evidence is given as the result of a conference with Dr. Cunningham, in which we made that memorandum the basis of our remarks, and have made some slight modifications, so that we both might agree.

10501. May I take it that Dr. Cunningham agrees with you in your evidence?—He agrees with me in my evidence, except where I have specially stated the contrary.

10502. Except where you have specially stated the contrary?—Yes.

10503. I observe that certain alterations are made in this memorandum?—Yes.

10504. May I take it that that memorandum as altered now represents your views and those of Professor Cunningham?—In handing you this memorandum, I meant it to be more of some assistance to you in giving you this printed report. These notes were put in by myself, in conversation with Professor Cunningham. I am afraid you would be hardly able to decipher them, I regret to say.

10505. Very well; I think we know your views generally. The next memorandum on the paper you have given me is "the nature of science teaching, and the cost of apparatus"?—Having had some experience as an actual teacher of elementary physics in a boys' school, that is, in St. Columba's College, I would just like to say a word as to the methods that I think should be adopted. In the first place, in reference to the methods of teaching science, natural philosophy. The Heuristic method, as they term it, can be carried to too great an extent. But all good science teaching naturally falls into detection and observation, and I am of opinion that the inspector should pay attention to the method adopted in teaching the boys, and in testing science teaching he should put the boys to make the experiments, and see that they understand—not alone that they know how to make the experiments, but the reasoning to be derived from them. A selection of apparatus for a school need not cost so much as is sometimes made out. In my own case, being asked by the headmaster of St. Columba's to equip a small laboratory in the school, I think that our total expenditure was a matter of about £15. The equipment was not as complete as it might have been, but we did a great deal of good work, I hope, with that equipment. Above all, it is requisite that too much should not be attempted. My own idea was that as much as two lessons could be devoted to the consideration of a simple matter like the ebullition of water. I have a recollection of a couple of very pleasant lessons spent in observing water boiling, watching the bubbles coming up, and I and my students discussing the matter as to what was the cause of the whole thing; it expanded out into some of the most far-reaching laws of nature, and I think that with the aid of such simple apparatus a great deal can be done. At the same time, I do not think that a laboratory should be too poorly equipped. I have made some estimates on the matter, and I think that for a good equipment from £25 to £75 would be required to provide a good set of apparatus. Such things as a microscope and a small telescope should be in every school, and these cost a little money; a good chemical balance, a set of simple apparatus on each subject, for example, a set of electrical apparatus, a set of magnetic apparatus, a set of optical apparatus, and apparatus for experiments on heat, should be in every school. Then, I also find that the observation of natural phenomena should be, as far as possible, encouraged; that schoolboys should be taught in the field in the case of natural science; that they should be encouraged to make collections of objects of natural interest, collections of minerals, insects, and plants, and trained to observe them. I also think, too, that the senior boys ought to be encouraged to study a little navigation, a small amount of navigation; a cheap sextant, by which the boy can determine his own latitude and longitude, with the aid of a good watch, is very easily supplied, and it is of considerable educational value. It teaches him the way in which the whole of the commerce of the world is being conducted on the seas. A boy should be taught to respect the apparatus, and it should be kept in a cupboard or press provided for the purpose.

10506. About how many boys do you think could be practically taught in a laboratory that was

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equipped at a cost of £25? Would that be sufficient for an ordinary school?—I think it would be sufficient for up to about forty boys, but it would depend upon how many lessons in the week were given in practical physics; by taking classes one after the other, of course, such an equipment might do for a very large school, but it would depend upon how often the lesson was repeated, and how often the class was changed.

10507. But for rather a large school, in the first instance, could they get on with an equipment the cost of which would be limited to £25?—If it was for a large school, I would rather put down the cost as £50, meaning by that a school of over seventy boys.

10508. Rev. Dr. SALMON.—Those are not the schools that give us the trouble; those are rich schools; it is the small schools that we have to look after?—Yes.

10509. CHAIRMAN.—Take a school with thirty students; I think it is the class of schools with that number of students or less that give us the trouble? —With them an outfit at a cost of £25 would do a lot of good teaching; it, of course, would not be exhaustive.

10510. Your next suggestion is as to the advisability of issuing to schoolmasters a compilation of the opinions of experts as to the best methods of teaching elementary science?—I think the first step to take in this matter is to instruct the schoolmasters, who may be assumed, in many cases, to know nothing about the matter—to instruct them as to how science is taught in the best schools in England. I am referring in this connection to the reports of the Education Department; they are of extreme value.

10511. Are these the reports that are edited by Mr. Sadler?—I am not sure; they are issued by the Education Department, and I refer now to vol. ii., which has only just appeared.

10512. Most Rev. Dr. WALSH. — That is the volume which contains a singularly interesting paper on the Heuristic method by Dr. Armstrong? —That is the volume. It is the Appendix to that that I specially refer to, which really contains the course of instruction in elementary science adopted by the Incorporated Association of Headmasters. I also refer to a paper by Miss E. Aitkins; she has a paper on science teaching in girls' schools—a very important summary of the subjects to be attempted in science teaching in girls' schools. I only refer to these papers by way of example.

10513. CHAIRMAN.—That is the paper headed "A Curriculum of a Girls' School"?—Yes, and there is an appendix to that paper, containing Miss Aitkins' report. I am of opinion that all the information possible should be presented to schoolmasters, or they may begin in many cases in the wrong way. I also think, if I may venture to state it, in connection with this matter, that, in the first instance, an expert in science should be appointed by the Commissioners, who would visit the schools, and who would advise on the allocation of the grant for the construction of science laboratories. I think that that would be a first step that a gentleman acquainted with the construction of scientific laboratories, and the modes of teaching, should, in the first place, inspect the schools as to their capabilities for scientific teaching, and on the allocation of grants by the Commissioners. Along with him I would send a sanitary inspector; I think that one of the inspectors should be well acquainted with sanitary science, a sanitary engineer by profession. His visits need not be frequent; once in two years would probably be enough. But upon him would devolve the reports on the sanitary state of the school, and, in the first instance—that is, at the period of making the change—it would devolve upon him to recommend the expenditure of sums of money upon making the schools in every way a perfectly healthy and desirable place for large numbers of boys to live in.

10514. The gentleman whom you advise should be appointed as an inspector to ascertain the amount required for fitting up the laboratories, need not be a permanent officer; is not that so?—Not necessarily.

10515. After we had ascertained the expenditure in the first instance, one of our ordinary inspectors would be able to deal with the case of a school that newly came into the system?—Yes.

10516. You see, the saving of expense is a great object with us in this system?—Yes.

10517. The last matter you refer to in your paper you state in this way: "Considerable latitude for revision within a new Intermediate Act very desirable, and a clause to be inserted instituting a decennial revision on the recommendations of a small Commission of Inquiry." I wish you would develop your recommendations under that head?—My idea in making this recommendation was that education is so rapidly changing and advancing, more especially at present, that any Act of Parliament which ties the hands of the Commissioners as tightly as the previous Act has done will be attended with injurious effects. I may instance the case which is now under consideration. If, ten years ago, this Board had had the power to alter the arrangements of the Act in the way they would have wished, much of the evils which have since occurred would never have happened. I, therefore, think that the Act should be framed so openly as to allow the Board to make very considerable changes at intervals, and in order that there should be no doubt about these changes being effected, if necessary, I would have it a feature of the Act that there should be a revision at some stated period, decennially, I think, would be often enough, and that revision need not be an expensive one. I do not suggest anything so elaborate as is at present going on, but inquiries could be sent to schoolmasters, and to a few of the leading educationists and scientific men. I may also say that I think that if that was the case, the decennial revision would be made the occasion of a scientific conference; the Schoolmasters' Association might very well join in in a scientific conference in Dublin, and it would do a great deal of good.

10518. The difference between the decennial revision which you recommend and the present inquiry would be this, that the present inquiry is in view of possible Parliamentary action, and, therefore, is obliged to be very full and elaborate?—Yes.

10519. The decennial revision that you contemplate would only be in view of the revision of rules, and would not require Parliamentary sanction?—That is what we contemplate.

10520. Is there any other matter as to which I have omitted to ask you that you would like to mention, Dr. Joly?—I think there is nothing else.

Mr. Justice MADDEN.—You have put us very fully into possession of your views, and I have nothing further to ask.

10521. Rev. Dr. SALMON.—In what respect do you thing a decennial revision would be best? Surely it would limit us. I think the revision should be perpetually going on—the revision of any evils that are discovered?—I think something is gained by having a stated period at which there would be a general educational stir. Continual little alterations would not amount to the same thing as having an educational stir at a stated period.

10522. There was another thing that has occurred to me about this list of books that you mentioned. I think it is a thing that we are delighted to get from you, suggestions of that kind, though, I think, it our ordinary work. We ought always to be able to get suggestions from experts about the books we

comes in not as part of the work of an Intermediate Education *Commission*, but rather as relating to employ. The only question that occurs to me about what you said is, are these books such as can be studied absolutely without apparatus? At the present moment, could we put these works into our course; would they be fit subjects for examinations where persons had to answer when we did not know whether they had apparatus or not?—Well, I think that it would be valuable to a student to read the books in any case, but, of course——

10523. I am not talking about the more perfect method, but you think that even as we are at present it would be useful?—I think so. Such a book as Lodge's "Pioneers of Science," of course, involves no practical teaching.

10524. I think it would be well if you gave us that recommendation on paper, to distinguish what things could be employed, even if we could not introduce anything to be practical work—for examination purposes, I mean; you could recommend books that schools could take up without any practical work being involved?—I would rather not contemplate the possibility of doing without practical work, but, if I might, I would be very happy to send in any suggestions I could; I could not do it at the moment.

10525. About the possibility of this practical work, I would like you to distinguish between two things. There is one thing that I think we can easily do, and that is, as it refers to results fees. I mean, inspection, that does not involve the examination of individual pupils—that, I think, we could carry out. That would affect the question of results fees. We could find out from the inspector what provision was made in each school, and we could either penalise the schools which did not make the necessary provision, or rather, which I should prefer, we could direct the application of the results fees to the removal of the deficiencies. I see no difficulty about that. But, I think that if it comes to competition, we could not do that without an examination of individual pupils. You can yourself understand the difficulties first, about *viva voce* examinations conducted in different places by different examiners. A lot of the pupils being educated in private, I see very great difficulties in regard to examinations intended to effect competition between students in different schools, for we must remember that persons can present themselves at our examinations who have not been to any school at all?—I do not think that if the inspector was what he should be, and what, I think, might be expected from him, if it was made a valuable post—and I think it should be made a valuable post—I should fix a large salary to the post, and make it a valuable post—I think, if the inspector was what he should be one might with confidence look upon his report as regards the test of the general level of the school.

10526. That I grant—as to the general level of the school; I quite see that, but not as to testing individual pupils, or as to saying that we were to accept his report, that, because three or four boys answered well, therefore every boy in the class will answer well. You said, if you remember, that if the inspector picked out unfavourable specimens, the schoolmaster should be at liberty to interfere, and present him some better specimens. But suppose it was the other way, that the inspector picked out the most favourable specimens, do you think the schoolmaster would interfere, and say, "There are a great many here who are not up to the same level"?—I think it would be a curious chance if, in successive inspections in a school, and if, where a number of different classes were examined, always pupils favourable to the school were at random selected. I do not think we would look for that instance to arise.

10527. Again, just bear in mind the difference that I am pointing out. When you are regarding the rewards to be paid to the school, I think the inspector may report to us in a manner which we can completely trust as to the manner in which the general education of the school is conducted, and the rewards which we are to give accordingly; so far I see quite plainly that that could be done. But when you ask that the reward should be given to an individual pupil who has not been examined, on the ground that all the general work of the school is well done, I do not see how that can be done. I recollect, too, that it is not only an inspector whom we can trust that we have to get, but one whom the general public would trust?—As I understand your difficulty, it is that the prizes given to boys could not well be decided by the inspector; do I understand that?

10528. Exactly, or that his report should have a prominent share in deciding the relative amounts to be given to boys in different places?—We did not contemplate that; we contemplated that the awards to be given to boys should be in the nature of exhibitions, and that these exhibitions should be given to boys sent up by the schoolmaster for examination.

10529. But suppose there is no schoolmaster. At present, you know, a boy can get our exhibition without having attended any school at all—from private tuition?—The only remedy for that would be for the Intermediate Education Board themselves to have something in the nature of a small preliminary examination, occurring at one centre; they might have something of that kind.

10530. The chief difficulty would arise in regard to boys in small places, where there was no big school for them to go to. Should we pay their travelling expenses from Skibbereen up to Cork, or to some other place? What are we to do with a boy who wanted to present himself as a candidate, and whom we desired to examine *viva voce*?—I think that if he was ambitious enough to present himself as a candidate for an exhibition, he might be allowed to bear his own expenses in coming up to town; it is an enterprise on his part; and if he qualified for an exhibition, he would be amply repaid. At present, I do not think the Intermediate pay the fares of boys coming up to the examination, although they may come some distance.

10531. The distances are generally very short, and you recollect that the object of the system is to give assistance to poor people. I do not think that the rich schools want any assistance at all. If you ask me to state my opinion candidly, I really think that the schools that, under our present system, we would be likely to give most rewards to are the schools that do not want assistance. I should be very glad to be able to help the poor and the struggling schools. At any rate, do you not see that when you speak about results fees and about exhibitions, there are two different subjects that can hardly be dealt with in the same way? As to results fees, we could make our regulations, and I think we could go a great way to encourage the practical teaching of what you call science; but I do not see how, and I should be very glad if anyone would help us to see how we could introduce *viva voce* examination into the test between pupils for exhibitions. But I have not yet been able to see my way to a practical solution of that question?—May I say that everything should be done by this body to encourage students to go to schools. I myself do not approve of a boy not going to school; I think it tends to injure him for his whole life long, and if the boys who did not go to schools were placed under any disadvantage, in comparison with boys who did go to schools, I do not think it would be such a misfortune.

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10532. But what is the reason that prevents a boy going to school? Suppose, now, a police officer in a remote district in the West of Ireland; I am sure he would like to send his boy to a good boarding school. Why does he not do so? It is the want of money. Unless you give him more money he cannot do it. It is all very well to say that very likely if he sent that boy to school he might get a good exhibition, and so on, but one cannot shut one's eyes to actual facts; everyone cannot send their boys to such a school?—I still do not see any reason why the father of that boy should not send his son up for examination. A police sergeant would probably be well able to send his boy up for the Intermediate.

10533. You see there are two different questions —the question of results fees, and the question of examinations?—You know it is not contemplated in these recommendations to retain the system of results fees at all; it is contemplated that grants to schools should take the place of results fees.

10534. When I say "results fees," I mean grants to schools, no matter how they are distributed. I confess that, to take the schoolmaster's own report, it would come to practically the same thing in the end. We got statistics the other day in a case, and it appeared that out of a 100 pupils in the school receiving instruction, there were twenty-five who were not sent in for our examination at all—either through being outside our ages, or for some other reason, they were not eligible to compete. I suppose the school would get the same thing in the long run, whether you divide the money on the principle of paying for the whole 100, or of paying for the seventy-five, but I confess I do not like it. I think it was Monsignor Molloy suggested making the number who passed at the examination the basis of the calculation, and not the number who happened to be on the roll of the school, which is very much in the hands of the schoolmaster himself; in very many schools, I am sure that we could implicitly trust the report given by the schoolmaster, but I think there are some schools I should not like to trust?—I think that that system is attended by the great danger of encouraging the examination evil, and bringing it back again. I think everything should be done to avoid the examination evil.

10535. I think there I would agree that results fees should be paid for passes, and not otherwise; that they should be encouraged to pass a boy; that if the boys were up to that level, I would pay for them, but not otherwise. Of course, there is a difficulty in this question, as the question of pass and honours arises, if the honours requires the teaching of a greater number of subjects. However, to pass from that, you seem to think that two inspectors would be enough. I have great doubts about that, because we examine in a great variety of subjects. For instance, take the case of mathematics—which I call science, though you do not—a man might be the very best man we could get to inspect the instruction in chemistry, and so forth, but he might not be a man whom you could set to examine in mathematics if you go into the examination of individual pupils. Then, again, take the other side. You say that two inspectors would suffice. Suppose we wanted to know which inspector to send: we might send an inspector who would know whether Latin and Greek were taught in a proper way, but, perhaps, he might not be competent to pass an opinion in how French and German were taught. And what about Celtic, if we are to call it so; should we have to send down a special inspector who would understand how Irish was taught in the school? I do not think that we could possibly stop at two inspectors; I think that we should have to have a great many?—May I just remind you that, while I recommended that there should be two inspectors, one in classical and literary subjects, and the other in scientific subjects, I stated that these might be accompanied by examiners. Of course, you would have all the schools on your books, and you would know from your reports what was being taught in the schools, and, therefore, if commercial German, for example, was being taught in the school, you would send down along with the inspectors someone who was competent to undertake an examination in commercial German. I do not think that, with inspectors properly trained, you would have any great difficulty in finding men who could examine not only in mathematics, but in physics and such subjects as physical geography; those subjects might form part of the education of your scientific inspectors, and might be reasonably expected from them. It is not as if a very advanced examination was being held. The examination is only in the elements of the subject. With regard to the difficulty of exhibitions and travelling expenses, I, of course, do not mean to state definitely and rigidly that the examination should only be in one particular spot in Ireland; I do not see why it should. You might have one in Belfast, and one in Londonderry, and one in Cork—in a few centres, not as many as at present, but in a few centres, so as to reduce the amount of travelling expenses.

10536. But the fewer the centres the greater would be the amount to be paid for the travelling expenses of pupils. As to an inspector in sanitary science and so forth, you know we must really deal tentatively, and we cannot form a very lofty notion as to what should be insisted upon. An expert in sanitary science might require us to refuse a grant to a school which did not come up to a very high standard. I think that what we ought to try to do is to aim at schools which are grossly defective, and to penalise those schools for not providing proper sanitary arrangements. That I think we could do, but if we aimed at a very lofty standard of perfection, I think we should have the whole country clamouring against us, and we should kill a number of unfortunate poor schools?—I quite agree that at first it should be a matter of penalising.

10537. I think that at first we should go very gently?—I think so.

10538. You have spoken about the division into grades. There is one important thing, and that is, that we should not pay for the same boy doing the same work twice over. That is really as far as results fees are concerned. That is the importance of the division into grades, that after a schoolmaster has been paid for teaching a boy so much, we are not to pay him again for the same boy, unless he goes on and teaches him something else?—I do not think a schoolmaster ought to be too much tied up in this respect. If a schoolmaster thinks that a boy is not well-grounded in a particular grade, I think he should be at liberty to keep him longer in it, and I must say that I think the rules ought to be stretched to meet these particular cases. After all, it is not in the interest of a schoolmaster to keep back boys in his school; the more boys he can turn out, and the more brilliant boys he can turn out, and the more exhibitions they take, the better for the schoolmaster, and I think that schoolmasters might be left to themselves a little in that way.

10539. If a schoolmaster had got results fees upon one hundred boys, I think it would be more to his interest, if he could do it, to get another lot of results fees upon those one hundred boys; he would get results fees from every one of them. Now, about making natural science compulsory. Every enthusiast thinks that his own subject is the subject which ought to be taken up by everyone. You say, "Suppose a boy did not know who Sir Isaac Newton was," but suppose a boy did not know

who Shakespeare was?—I assume that he knows who Shakespeare was.

Most Rev. Dr. WALSH.—What about Latin; or suppose he knew nothing about any Latin author?

10540. Mr. Justice MADDEN.—There is a difference in tastes. Some might employ their leisure in a chemical laboratory, and others might prefer to go somewhere else?—I think that science is hardly a subject that should be left to enthusiasts at the present day.

10541. Rev. Dr. SALMON.—I think you rather introduced the sentimental element too much in saying that, because we give, say, 700 marks for science, and 1,000 for Greek or Latin, as the case may be, science is discredited in the minds of the pupils. But, really, we have to consider the relative amount of time that a boy is required to give to the various subjects. That is the real reason why we had to drop some of these other subjects—because they could be so easily learnt, as far as we were able to examine them, that they were used as a mere means for getting marks. That was the way that music came to be dropped. It was found, after the first examination or two, that a boy who could not hum a tune could learn enough music, and succeed in adding to his marks by taking up music. I do hope we may be able to do something to improve all these matters, but I would not pay much attention to a mere sentimental objection to the number of marks we give, which are intended to recognise the relative importance of the subjects?—I am aware that the Board has been under great difficulties in dealing with these matters, owing to the nature of the Act, but I think that science certainly merits as much consideration at the present day as any classical subject. Science does not alone teach facts to a boy; it is a method of reasoning. His whole mental standpoint is altered by science; it expands his ideas as regards the universe as travelling does as regards his own country.

10542. I do not think there is any need of dilating upon the importance of physical science, as to which we are all agreed; but you must know that people's senses differ very much; the power of observation, for instance, differs very greatly in different people, and the power of observation varies in the same people with regard to different subjects. I have got letters from scientific people of considerable eminence who have never seemed to exercise their powers of observation as to how words were spelt?—I quite agree; I think the powers of observation should be assisted in all the branches of human learning; but there is no subject so calculated to call the powers of observation into play as proper scientific teaching.

10543. O'CONOR DON.—I do not quite understand your proposal with regard to the examination for exhibitions. Do you contemplate that the number of exhibitions should be very small, or very large?—I have not considered that fully. I contemplate that the only rewards given to the boys should be in the form of exhibitions.

10544. You are aware that at present we give a very large number of exhibitions?—I am aware of that.

10545. Have you considered the question as to the number of these exhibitions, or the amount of them—as to whether they are too much or too little, or all right—in any way?—I consider that the sums actually given might be reduced, and the number somewhat increased. The number of exhibitions, I think, might be increased, and the sums reduced; but I will ask you not to press me upon it, because I have not really fully considered the matter.

10546. I only want to press you thus far—that if the number even remained as it is now, there would be a very large number of boys that would go in for exhibitions; and are we to understand that you consider the examination for these exhibitions should be carried on only at one or two or three centres in Ireland?—Well, in answer to the Provost's question, I rather recommended that the examination should be held at more than one centre.

10547. I did not say one. I said one or two or three?—Two or three. I think the objections raised by the Provost is an important one, and I think the examinations should be held at three or four centres.

10548. But not, as now, all over the country?—Not all over the country.

10549. Assuming, then, that the examinations are to be held at even three or four centres, have you considered the difficulty that would arise in carrying them out, in connection with practical examination in natural science, conducted by superintendents at three or four different places and the results of these examinations being counted in a competition for obtaining an exhibition?—I do not think the difficulty would be very great, except the numbers were comparable with the gross total that comes in at present under the Intermediate Act, and I do not suppose they would be anything like as numerous as the 8,000 to 10,000 students who come up at the present time. I presume you would not contemplate more than a couple of thousand—or one thousand, perhaps—going up for these exhibitions.

10550. Mr. Justice MADDEN.—That would be the outside?—That would be the outside.

10551. O'CONOR DON.—Supposing they were even 1,000, or 500, and that the examinations were held at different places—practical examinations in natural sciences, as they are called—do you not see any difficulty in carrying that out fairly, when it would have to be carried out in different places by different people having different views?—I do not think that any unfairness need be introduced; in fact, you know the practical questions might be given, in the form of examination papers, which would apply equally to all the pupils who were sent in.

10552. Your suggestion is that it should be conducted by examination papers, the questions in which would be similar for the whole of these different centres?—In case of the exhibitions I would be in favour of the questions being the same.

10553. And the results would altogether depend upon the answers to similar questions, in each of these different centres?—I think so.

10554. Rev. Dr. SALMON.—Do you mean questions to be answered on paper, or *viva voce*?—Questions in experimental physics can be set in this way. The boy can be told: "The substance given herewith and lettered 'A' is presented to your observation, and you are to find out what its specific gravity is"—or its specific heat, or some other quality. The substance is handed to the boy by the examiner, and he deals with it; he has an apparatus provided for him, and he deals with it there and then, and puts down his answer, and gives his answer back to the examiner.

10555. O'CONOR DON.—Would you not require for carrying that out a separate apparatus for each boy at the same time?—I do not think that would be absolutely requisite, because, as we do in Trinity College, and as is done, I think, in almost every physical laboratory, the boys are taken in sections; they are transferred in groups from one set of apparatus to the other, they are, of course, given only a limited time in which to answer any one question; the group who are engaged in the question have each an apparatus; that group, having had a certain time, is transferred to another set of apparatus, and the boys who are working at that set of apparatus can be put upon the first set of apparatus—so that it would depend, of course, ultimately upon how many pupils were in, but there need not be a number of each apparatus equal to the number of the pupils.

10556. Have you at all considered how long it would take to carry out the examination in this one subject of practical chemistry, if such a system as you propose were adopted, and we will say, there

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were even 500 students going in for these exhibitions?—At one centre, I suppose, you would not have to deal with more than 120 or so; then we divide that number into four groups, say of thirty pupils each. Now, an examination in experimental physics of the kind I am speaking about, could be carried out in the course of about three hours.

10557. If there were 120 students?—I think if the fittings were at all what they should be for the purpose (nor would they be very costly) the whole 120 would be simultaneously answering the questions, and the paper would not take more than three hours.

10558. But I am talking of that portion of the paper, the answer to which has to be done practically, that is to say, to ascertain the component elements of any substance submitted?—Three hours would be ample for that.

10559. How long would it take for each question?—Well, of course, it depends on the question, but my experience as an examiner in experimental physics is that you can get four, five, or six experiments (depending on the experiments of course) done in about three hours. Our *viva voce* examinations in college were important examinations.

10560. I quite admit that, but we will assume you have 120 students, and I will suppose you would not have the apparatus for more than five or six at a time, what are you to do?—They are all working together, and they are transferred from one set of apparatus to the other.

10561. They cannot all work the apparatus at the same moment?—No, you misunderstand me. The first question needs certain apparatus for its answering. You have perhaps twenty boys; you have that first set of apparatus twenty times duplicated, so that in fact you can accommodate twenty pupils.

10562. At a time?—At a time. That is for question 1. If there were 100 students, and five questions, you would then have to make five shifts in the course of the three hours. It would be the business of the superintendent to shift each of these batches of twenty five times, and to see that each boy had his turn for a given period of time, whatever that might be. Whatever number of minutes were assigned to each question, each boy would have his turn at the apparatus for a time sufficient to enable him to answer the question; and if possible a certain time should be assigned to each question.

10563. Rev. Dr. SALMON.—Suppose the superintendent had 20 to manage; could he manage the 20 in three hours?—I think so.

10564. Because there might be 120. There is one thing I would like you to bear in mind. If the expenses of administration come to be too great in comparison with the money we are to distribute, supposing we are to give £100 for the benefit of education, either to the student or to the school, and it costs us £50 or £60 to distribute that £100, I think we should be hauled over the coals?—Do you think that the cost of inspection would be so high?

10565. I am only putting that as a consideration—that I think when people seek great perfection in a thing they do not always take into account how much it will cost. Of course, I am not going to pronounce off-hand how much we can spend upon administration, but that is a thing we have to consider; we must not, by trying to do things too perfectly, make the cost of administration exceed a fair amount?—I quite admit the force of that.

10566. I only throw it out as a general consideration, to induce you to judge leniently of whatever measures this Commission may take?—I quite admit the force of what you say. We went into the question of figures to a small extent, and it did not appear to Professor Cunningham and myself that the expenses of inspection need be so great. I take it an inspector could inspect two schools in a week, and if you put two inspectors to each school it would mean that the two inspectors would be adequate for 100 schools—or perhaps I had better say 80 schools—in a year; allowing for vacations, the two inspectors would be able to do 80 schools in a year. Well, if you had 400 schools, that would mean that you would have to employ ten inspectors.

O'CONOR DON.—You have rather digressed from the point we were upon.

Rev. Dr. SALMON.—I am afraid I interrupted you.

10567. O'CONOR DON.—Let me bring you back to it. Taking, now, this question of exhibitions, have you considered at all the amount of apparatus that would be required at all these centres for the examination of 120 of these exhibitioners. Would the same apparatus do for every question?—No, I do not think so.

10568. If you were to divide your 120 into six sets of 20 each you would require six different sets of apparatus?—You would require six different sets of apparatus.

10569. What would be the cost of each separate set?—It would depend upon the experiment, but my own practical experience points to the fact that such apparatus as you use in examinations, and such apparatus as you *can* use in examinations, is generally of a very simple character—a chemical balance, a Bunsen burner, a few chemical specimens to be dealt with, and simple appliances such as a wire pliers, a magnet, and a few other simple matters.

10570. But each of these 120 boys would want to get at these apparatuses; there would have to be duplicates of them all?—There would have to be six sets of each, and each set would have to be twenty times repeated.

10571. Each set would have to be twenty times repeated, and you would require six sets?—Perhaps the simplest way to take it is that you require altogether 120 sets of apparatus; but it is only a matter of first cost, it is not a running expense. One might say, I think, safely that for all ordinary purposes £2 per head would cover the expenses of the apparatus; if we made it £3 a head you would have £360 as the cost of apparatus for one centre, and that apparatus would do for succeeding years—year after year.

10572. I only want to understand the proposal to see how far it is feasible—how we could carry it out The examination then, as I understand, would be a written examination, tested by practical use?—By practical use.

10573. Now, coming back to what you told us in the beginning of your examination about the falling off in the number of candidates under the Intermediate system in these scientific subjects, I ask, were you an examiner under the Board before that falling off took place or not?—I was an examiner in the years 1893 and 1894. The numbers were then fairly stationary, but towards the end, I think, they were falling.

10574. The fall had not begun then?—Not seriously.

10575. And your experience of the students that went up for these examinations was that a great number of them evidently had not had any practical teaching; they had only had book teaching?—That was the impression I derived.

10576. And you were able, evidently, from the reports that you gave in, to ascertain that fact from the answers to your written papers?—I came to that conclusion, and my colleague and I were unanimous.

10577. You think that the papers submitted to you clearly proved that that was the fact?—It was my clear impression. I did not think it possible that a boy could have been practically taught who could not tell you the physical difference between water, sand, and iron.

10578. It would appear then that it is not so much a fault in the system of examination that existed, but a fault really in the teaching of these subjects in the schools, and that practically, in a great number of these schools, before the falling off took place, they

merely crammed up a little knowledge out of text-books. Was not that it?—I think the want of apparatus and the cramming from text-books were the great evils to be complained of; but as you know I have all along been complaining that excessive examination—over-examination—is an injury in any case.

10579. I am not touching, of course, upon that—as I may call it—theoretical idea; I want to deal with the practical facts that came before yourself; and I imagine from what you have told us that it was quite clear to you that in many schools that sent up in these subjects they had no practical teaching at all?—I think it was quite clear.

10580. And the first thing that has to be done in order to have any good teaching in these subjects is to see that the schools which undertake to teach them have apparatus and have practical teaching?—I think that is the first thing to be done.

10581. Now you have advised us in your curriculum to make a great many compulsory subjects, have you not?—I have in the curriculum advised you to make a good many compulsory subjects, but while I have done so, I may say that Professor Cunningham and myself were agreed on the fact that too much should not be attempted in each subject.

10582. You are against, as I understand, having two separate courses; it should be only the one course?—I think there should be but one course, with optional subjects.

10583. But when you say optional subjects, you make a very large number absolutely compulsory—almost enough I should say to occupy a boy's whole time, I did not take them all down, but it struck me as a tremendous compulsory course?—They form a considerable list, but the amount of time actually taken would be of course proportionate to the depth into which the teacher went—as to how far he carried the pupil.

10584. You propose to have as compulsory subjects English, History of Great Britain and Ireland, general history, modern languages, arithmetic, algebra, Euclid, drawing, geography, physical geography, biology, and natural philosophy—that is even in the Junior Grade. Well, surely that is even a larger course than under our present system a boy could possibly take up?—Under the present system a boy takes up a great many courses; although they are not compulsory he takes them up in order to make marks.

10585. But under our Rules he cannot take up more than will produce 6,000 marks?—I am aware of that.

10586. I have not added up the marks to be given to these, but I imagine they would come to more than 6,000?—But we are not suggesting a system of marking the same as at present.

10587. I am only pointing out to you that the extensive course you have put down there as compulsory is larger than the optional course we have at present?—But in any good school a few years ago I think as many subjects as these were taught to the boys. My own recollection is that I was taught Latin and Greek, French, English History, and English; and I was also simultaneously taught arithmetic, algebra, Euclid, geography, and some physical geography; and I was taught a little science. That is nearly as many subjects as are in this course. But it depends of course upon how deep the subject matters are gone into.

10588. I only want to know your opinion?—I do not think there are too many subjects.

10589. That points in the direction that our present limitation of courses is in your opinion very much too great. Now coming to another point that the Provost incidentally alluded to—this sanitary inspection—you propose that there should be a professional sanitary inspector sent every two years to the schools. Have you had any experience of sanitary inspectors yourself?—I have had some experience of sanitary inspectors.

10590. Did you ever find any two of them agree in their opinions?—Well, I think that sanitary science is not now in as unsettled and doubtful a position as it was a few years ago, and I think that if the Board appointed a gentleman of high standing in his profession (it need not necessarily absorb his whole time I would observe, because the visits might be few and far between)—I think if he was a gentleman of standing they might count upon getting a reliable report on the sanitary state of the schools. My whole object in making the suggestion is that I do not think schools badly built should be encouraged to largely increase, and some stimulus ought to be applied to the owner of a school to make his school a healthy place. In connection with that I should like to say that I think the encouragement of games in contradistinction to gymnastics is a very important point. We are gradually going off into the Danish and German methods of substituting gymnastics for games. The effect of games upon a boy is entirely different from that of gymnastics. School teams—athletic teams in schools—are an invaluable feature of education; the boys are taught the value of *esprit de corps*; they are taught to respect the institution to which they belong, to fight for it, and to be loyal to it. They are sent to other schools, where they meet other boys, and the educational influence is invaluable, and I think any inspector appointed should be a gentleman who has himself had some athletic experience, and who has been to school, and, if possible, has had a university career. I think that is a very important point.

10591. Then you would have another inspector—an athletic inspector?—No, I do not say that. I say all the inspectors.

10592. Not the sanitary inspector?—Oh, no.

10593. But what inspector, then—the mathematical one?—All the *inspectors*, I think, should be chosen from gentlemen who have had a school career. Surely there is no difficulty about that.

10594. About what?—That they should be gentlemen who have been to school themselves.

10595. All the inspectors?—All the inspectors. I think I would make it a condition of obtaining an appointment that he should have had a career himself in a school.

10596. Rev. Dr. SALMON.—About the sanitary inspector. I would like to know if it comes within your experience to have made alterations in your establishment in conformity with the recommendations of a sanitary inspector of high standing, and a year or two afterwards to be told by another sanitary inspector that it was all wrong?—I think that occurred more at a period of time when sanitary science was not in so advanced a state as it now is.

O'CONOR DON.—I may confirm the Provost's experience. I have had three sanitary inspectors of the very highest position, and each one condemned everything the previous one had done.

CHAIRMAN.—And tore up everything.

O'CONOR DON.—And tore up everything.

10597. CHAIRMAN.—I have had that experience?—But you still would not dispense, surely, with sanitary inspection. You would not do away with all the sanitary inspectors in the world if you could do so.

10598. O'CONOR DON.—No; but I am looking at your recommendation that we should subject all the schools to this misery of sanitary inspection every two years?—With all respect, I do not think it ought to be a matter of misery to the schools.

10599. Rev. Dr. SALMON.—Do you not think that to begin with, we might be content with the inspection of a man of good common sense without having an expert?—I think it needs the knowledge of an expert. I think the conscientious schoolmaster ought to be very glad that the burden and anxiety of looking after the health of so many boys should rest to a certain extent upon the shoulders of a qualified expert.

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10600. Rev. Dr. TODD MARTIN.—You have told us that the papers, when you examined, revealed very clearly where you had experimental teaching, and where the teaching was mere book-work?—I said that was the impression I gathered from the papers.

10601. Would it be possible for a competent examiner like yourself to make it impossible for a schoolmaster to profit by mere book-work in experimental science?—I do not think it would be altogether possible to do so. I think that questions might be set, which would, to a certain extent, reveal to the examiner whether or not the pupil had been taught in practical teaching in the matters in which he was examined. I may refer as an instance to one of the questions which myself and my colleague put upon a paper—a simple question in which we asked the students to describe where a substance such as water differed from iron. Of course, if it became generally known that these were to be the questions, the books would be resorted to just as before, and although a certain amount of knowledge might be gained, it would be difficult to keep up.

10602. But do you not think that by questions such as are at present put, we cannot check the real knowledge of the student?—I am of opinion that you cannot.

10603. Your exhibition examination is to be a national competition?—Yes, a competition amongst the schools.

10604. You are very strongly of opinion that great evils follow upon the examination of boys by any external authority?—I am of opinion that evils follow from what I might describe as wholesale examination.

10605. You have rather limited that opinion now?—If I may be allowed to use the expression now in order to express my meaning better, I meant to imply that examination is an evil which can be avoided in school life, and should be avoided; but as it is necessary to encourage and reward clever boys, I think exhibitions should be instituted; they would not be so wholesale, and would only be taken advantage of by clever boys, and would not keep back the less clever ones.

10606. Have you considered the encouragement a national competition of that kind would give to special grinding and undue interference with the work of a school—undue attention being given to the selected pupils who would be prepared for this examination?—I do not think the evil would be very great, because the rewards would not be given to the schoolmaster. No grant would be given to the schoolmaster on the result of the exhibition competition; the grant would be on the result of inspection.

10607. But we have been told that these exhibitions are very important to the schoolmaster as a means of advertising his school?—I think that would continue as in the past. It is a great advantage to a schoolmaster that a boy goes into college and takes high places there. I do not anticipate that the evil would be greater in the case of exhibitions awarded by the Intermediate Board.

10608. Would you pay by capitation, subject, of course, to the report of the inspector?—I would pay by capitation.

10609. Is there not great danger of evil in the way of crowding schools with pupils who should be attending the primary rather than the Intermediate schools?—I do not think so, because the inspector would be able to judge by his examination of the pupils as to whether or not the boys were genuine scholars in the school.

10610. I am not thinking of their being brought in for the occasion. I am thinking of a school being worked up as to numbers by bringing in boys from elementary schools into the secondary schools who were not legitimate subjects for secondary education? Do I understand in point of grant—do you mean too young for secondary education.

10611. No, I mean that there is a large body in the community for whom the State did not intend to provide education under this Board; they are going into avocations that do not require secondary education. Is there not great tendency to increase the number of the pupils in the schools under this Board who could more fittingly receive their education in primary schools?—I think the remedy for that would lie in the hands of the parents, and would probably be effectively exercised by the parents. The parents of boys sent to the school would soon enough find out whether or not there was being admitted into the school a class of boys unsuitable for mixing with their children, and they would withdraw their children, and complain about it; and, in addition to that, I think the inspector would probably be able to judge.

10612. Then the check would be class feeling rather, and not anything associated with the purposes of education?—I think the check would be, to a great extent, as you say, purely class feeling.

10613. I see you suggest that if the system of public examination is to be continued the masters, and not the pupils, should be the persons examined?—I made that suggestion in the bitterness of spirit that I felt when thinking over the whole matter; I felt great pity for the poor pupil, over-ground and over-driven for the benefit of the masters—in many cases—I do not say in all cases; and I think we should all sympathise with these docile boys who have been so hard driven.

10614. You think they have been hard driven?—They have been hard driven in many cases.

10615. Have you an extensive knowledge of the work of the schools?—I have already referred to my want of intimate acquaintance with schools that have been working up for the Intermediate.

10616. Because that has been denied by the representatives of many of the schools?—Well, I may say that I have been in a household where the day of the declaration of the results was awaited by every member of the household with breathless suspense, and where the whole of the burden of this suspense rested upon the shoulders of one little girl. I think it is too much for a child.

10617. A national competition would intensify that?—I do not think such a burden should be put upon a child, and I think anything tending to remove it should be an object of consideration by this Commission.

10618. As to payment of results fees, you say "Results fees ought not to be paid on marks primarily, but on the general conduct of the school, its success in developing clearness of thought and expression, and cultivating the observational powers, the healthfulness and development of the physique of the pupils"?—That was in my own report.

10619. The inspector is to report in regard to these particulars, and the payment of the results fees is to be measured by the report of the inspector in regard to these matters?—Yes.

10620. Dr. BARKLEY—From the Report of 1894 which you called our attention to, I gathered that you found it quite possible to distinguish the students who had had practical training and the students who had to rely upon their ingenuity to find answers to questions requiring experimental knowledge?—I consider that I, to a certain extent, could infer that many of the students—in fact, a vast number of them—had not got practical teaching.

10621. Was it your experience that the students who had not got practical teaching did fairly well in the examinations, or did the students who had got practical teaching get the higher marks?—Well, the students who had not got practical teaching, in my judgment, often got very good marks, because they answered the questions that were set to them and we had to mark them.

10622. Kindly look at this—the Reports of 1898—under the head of Natural Philosophy, at page 55?—"The answering in this subject has been, on the whole, satisfactory. In all grades a fair proportion of the pupils—perhaps three-fourths—gave evidence

of having received sound instruction, and of having witnessed many of the experiments which are usually performed in illustration of physical laws. The answering of the girls—only fifteen in all grades—did not develop any special feature."

10623. Does not that tend to show that while the number presenting themselves for examination has decreased, those who do present themselves have got more experimental knowledge of the subject than they had in 1894?—Certainly this gentleman states that three-fourths of the students gave evidence of having received sound instruction; that would certainly be more favourable than any report I could have given.

10624. If you will look at the foot of the same page you will see that the report as to chemistry is also satisfactory as regards the Junior and Senior Grades but rather less satisfactory as regards the Middle Grade?—This gentleman reports that "There can be no doubt that in the few schools in which chemistry now appears to be taught, good instruction is being imparted in the subject. The work done by the few candidates in the Senior Grade was a credit to both teachers and pupils. The same remark applies also to several of the candidates' papers in the Junior Grade."

10625. As to the Middle Grade, he says there were some good papers sent in, but the Middle Grade was not quite so good as the other two?—Yes. "Good papers were also sent up in the Middle Grade, but the percentage of failures in this grade was higher than those in the other two. That appears to me so far a satisfactory report, and more satisfactory, I am afraid, than I could have given at the time I examined, but I could not say how far it indicates the point you are contending for—that the teaching has become more practical.

10626. The point that I wished to call your attention to was that while the number of candidates presented had decreased, the candidates are now presented, apparently, from schools which have arrangements for their practical training, and where practical training is given?—I think that is rather to be expected. It is quite possible that that is so, and that that accounts for the difference in the reports.

10627. Then as regards the marks assigned to the subject, no doubt you, being one of our examiners, are quite aware that the marks assigned to chemistry and natural philosophy are the same now as they have been for many years?—Yes.

10628. So that the falling off can scarcely be attributed to the number of marks given?—I do not think so.

10629. We have had other explanations given us. One is that the institution of the Preparatory Grade a few years ago made a difference, because in the Preparatory Grade neither chemistry nor natural philosophy are among the subjects, and as the boys do not take them up in the Preparatory Grade, the great majority of them do not take them up in the Junior or higher grades. Then another explanation was that the number of marks allowed to be taken up was reduced from 7,000 to 6,000, and the result was that boys and girls who had previously taken up a scientific subject to get the 7,000 marks had dropped it?—I have heard those reasons given. I do not know how far they apply. It seems to me there is something in them, but I think that the results fees system and the small number of marks given to these subjects themselves account to a great extent for the fact that when a larger sum of money became distributable among the schoolmasters the general desire to gain was shown, naturally enough, by reducing the number of science pupils.

10630. The number of marks did not prevent a very large number of candidates from being entered in the years 1885 to 1890 or 1891?—Yes, but then the sums of money distributed were not so great. After the year 1890—was it not?—the amount of money distributed in results fees enormously increased under the Act of 1890. In the table given by the Committee of the Royal Dublin Society it jumped from £8,800 in 1890 to £23,900 in 1893.

10631. That was the result of the additional Parliamentary grant?—The result of the additional Parliamentary grant—the excise duties.

10632. But that alone would not discourage science, because the results earned for boys or girls passing in science would increase in the same proportion as the results for other subjects. The results earned would be in proportion to the total marks assigned, and would increase in the science subjects in the same degree as in the other subjects?—I do not think that follows, because as you increase the amount of money per hundred marks, you, as a matter of fact, increase the inducements to take up the subjects which have most marks. I gave a little calculation at the commencement of my evidence to show that a Middle Grade boy taking honours in Greek would earn £2 14*s.* for his schoolmaster, whereas a boy taking up natural philosophy or chemistry would only earn £1 2*s.* 6*d.* for his schoolmaster; so that, of course, the higher the pecuniary value attached to the marks, the more the inducement to the schoolmaster to take up the subject which has most marks.

10633. Yes, but a boy taking up Greek, if he goes in for the total number of marks he can go in for in the Middle Grade, may go in for a few subjects having a large number of marks, or he may go in for a larger number of subjects having each a smaller number of marks assigned?—Yes, but it will be better for the schoolmaster to direct the boy's attention to a few subjects scoring high than to distribute his time over a number of subjects that will score low.

10634. Yes, but I think the number of subjects a boy can take up is practically restricted by the limit imposed by our rule, that he cannot take up subjects to exceed a certain number of marks?—I am aware he cannot go beyond a certain number of marks.

10635. He may have eight or nine subjects to make up the 6,000, or he may have only five or six?—Yes, but the question will arise for the schoolmaster how most nearly he can attain to that maximum, and my opinion is that the marks obtained would be higher by keeping a boy's education to a few subjects that paid most, and not allowing him to distribute his time over a number of subjects that did not pay so well.

10636. You spoke of the tendency of results fees to make the teachers neglect the backward pupils. I do not quite understand what you mean by backward pupils: do you mean pupils likely to get a pass and no more, or pupils who are so backward that they have very little chance of getting even a pass?—I referred generally to pupils who are backward. I think I may say I had in my mind pupils who would not have got a pass, and would not be sent up at all.

10637. Of course, there may be such a tendency in the case of pupils who have no chance of a pass; there is at least an inducement offered in the case of other pupils which does exist in their case; but in the case of pupils likely to pass, there is an inducement to earn results fees upon them, is it not?—That is so.

10638. In proposing to make science compulsory in all grades, did you consider the case of small schools which have no arrangements for teaching a scientific subject, involving practical instruction, and which would find great difficulty, or even impossibility, in making such arrangements?—I have considered that matter, and I venture to recommend that grants should be given to them in the first place, and that the period of time at which the compulsory part of the Act would come in would be at a deferred date; it would not be immediate.

10639. Then if you have a school attended by fifty Intermediate pupils, or fewer, and with a staff of two or three teachers, it is quite possible that those teachers might be able to give instruction in classics, mathematics, English and modern lan-

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guages, but that none of them would have sufficient practical knowledge of science to give practical teaching in a science subject?—Well, I think the headmaster of that school ought to be induced—ought to be compelled—to see that science does form part of his school teaching, and ought to engage a master suitable for teaching science if he could not get some master who could combine mathematical teaching with science teaching.

10640. I think in the Junior Grade you suggested geography as one of the scientific subjects?—I did.

10641. I presume you propose to make that a separate part of the examination—it is now examined on in connection with English?—I think it ought to be separately examined on.

10642. That would to some extent remove the difficulty of small schools sending up only a few pupils, but I do not know whether you would be satisfied with one scientific subject; I think you propose to make several scientific subjects compulsory in the Junior Grade—geography, physical geography, biology, and natural philosophy?—These are the four chief branches of general scientific knowledge.

10643. Do you propose to give the pupils a selection from amongst those four, or to make all four compulsory?—All four compulsory.

10644. That is rather a heavy demand upon a school?—Surely the subjects of geography and physical geography are supposed to be subjects of long standing.

10645. Geography is generally taught; it is now, as I have said, included in the English course; but I do not know that physical geography is included in the lower grades?—Not under the Intermediate, but I am talking of good schools in general; geography and physical geography surely make part of the course—they did in my own case, referring back to my own career; but biology and natural philosophy were only occasionally taught.

10646. I know that I first heard of physical geography when I went to college. With what class of scientific subjects do you think that scientific teaching should begin, and at what ages?—I think scientific teaching might begin at the age of about 12, and very little should be attempted at first; and I believe that natural philosophy should come in the Junior Grade and chemistry in the Senior Grade.

10647. The natural philosophy that you propose for the Junior Grade I suppose would be more learnt by experimental teaching by the master than by the pupil himself performing experiments?—Oh, I do not mean that.

10648. You think the student himself should perform experiments?—I think so; he should begin measuring and weighing, and such simple experiments, at first.

10649. But nothing of a complicated nature?—Nothing of a complicated nature.

Adjourned for a short time.

10650. Most Rev. Dr. WALSH.—There are only a few questions I wish to ask you. I see that you state at the head of your printed evidence that you were at one time connected with the St. Columba's College, Rathfarnham?—I was for one session; I taught experimental physics in the school.

10651. We are all aware that at present St. Columba's College does not send any students in to the Intermediate examination?—That is so.

10652. Was it in the habit of sending in students for the Intermediate examination when you were connected with it?—No, it was not.

10653. I find on looking back through the reports of the Intermediate Board that for a number of years in the beginning, not merely did St. Columba's send in students, but there was a centre for examination at St. Columba's?—I was not aware of it.

10654. I find that in 1879, 1880, 1881, 1882, 1883, and 1884 there was a centre of examination there, and the number of boys examined in the lowest year was forty-nine, and ranged between that and fifty-six. I suppose there must have been some good reason for an important school like that withdrawing from the examinations of the Intermediate Board?—I cannot say what the cause would have been, but I may say that I think that was before the present headmaster had the control of the school—before Mr. Whelan's time.

10655. Mr. Whelan is the warden at present?—He is.

10656. Was Mr. Rice warden when you taught there?—No, Mr. Whelan.

10657. Mr. Rice was one of the advisory committee of which I spoke yesterday, the committee of which I was a member, and he undoubtedly took a great interest in its work. At all events, for some reason or another, St. Columba's has withdrawn from the Intermediate examinations?—Yes. The period at which I taught there was somewhere about 1895 or 1896.

10658. It disappeared from the examination lists of the Intermediate Education Board in 1884. I happen to know that Mr. Rice was warden of the school for some time after that. It might be worth while ascertaining why that important school thought fit to discontinue its connection with this Board. You are not in a position to throw any light upon that matter?—No.

10659. With reference to the proposals or suggestions that you have made here to-day for the reform of our system, your scheme appears to me to consist of two parts: one has reference to the awarding of grants—I do not call them results fees—the awarding of grants to the schools; and the other to the awarding of prizes and exhibitions to the students. Now, in reference to the first, will you kindly tell me definitely what you would suggest—on what principle you wish the grants to be given to the schools. First, you totally disapprove of the present system?—I totally disapprove of the present system.

10660. Do you disapprove of it in all its parts, taking its parts to be these—that it is a system of results fees based upon the individual results of the examination of the pupils put forward; that it is an examination by an external authority; and that it is an examination exclusively in writing. Do you consider that all these are objectionable features?—May I ask you, please, to read that again. I did not catch altogether the meaning of it.

10661. I have not it written down, but I can repeat it for you: take each part separately—the examination is at present held as an examination in which the amount of the grant depends upon the answering, or failure to answer, of every individual pupil who comes forward for examination?—That is objectionable.

10662. Secondly, it is an examination conducted by an external authority knowing absolutely nothing of the individual pupils of the school, or of their capacity as tested by any other standard?—I think that, as applied to such a large number of boys, it is objectionable.

10663. And thirdly, the examination is exclusively a written one?—I think that is another objection.

10664. In so far as you approve of examination at all, you recognise, I dare say, the utility of some element of *viva voce* examination?—Most distinctly; I think a *viva voce* is a very important element of an examination.

10665. In all subjects?—In all subjects.

10666. And practical examination (if we are to make a distinction) in natural science subjects, in which you are specially experienced?—Quite so.

10667. Do you think it is really possible to consider a satisfactory system on the lines of the system at present worked out by the Intermediate Board?—I do not think it is.

10668. You do not think it possible to construct upon those lines any system for which you would

agree to make yourself responsible before the country as a scientific man?—I would not make myself responsible.

10669. I understood you to make a number of suggestions here to-day. Would you make yourself responsible for the system, as a system, if those suggestions were adopted, or is it merely that you suggest these things by way of minimising an evil more or less to be endured?—The scheme I suggested had in view the diminishing of examination, the encouragement of the teaching of science in schools, and, at the same time, encouraging the general efficiency of schools, and permitting rewards to be given to clever boys; and the scheme that I suggested appeared to me, after careful consideration, as the best possible.

10670. But take it in this way: suppose other people differ from you (people of course have their own individual views) and say that that system of yours is a bad one, what would be your opinion as to retaining the system as we have it or adopting that system of yours, even supposing it to be defective?—I would much prefer that the system I suggest should be adopted. You will observe that I have suggested that the Act obtained should be one permitting considerable deviations — considerable latitude—so that as years went on and experience was acquired, the Board should be able to make modifications to meet little difficulties that might arise. I do not wish to be understood that all the details of the scheme Professor Cunningham and I have brought before you are perfect; the scheme admits doubtless of improvements in details; but in broad outline we cannot suggest anything better.

10671. But I suppose your opinion as a scientific man on this whole matter is that the system as we have it being a bad one in your opinion, if the remedy you propose is not a satisfactory remedy, it lies upon those who think so to find one that will be satisfactory?—I think so.

10672. Now, let us come to the scheme itself. First, with reference to the grants to the schools, you suggest that these should be made on the basis of the report of an inspector?—Yes.

10673. Would you have no element of examination?—Oh, yes.

10674. Within the school?—Within the school, by the inspector. He would select at random boys from each class; he would put questions to them, both *viva voce*, and, if he liked, on paper.

10675. The selection of the boys might lead to a difficulty. What do you think of this plan? We heard of it, among a great many other interesting things, when we were in England upon the work of the Manual Instruction Committee. An inspector went into a school and asked the teacher to pick out half a dozen of the best boys. The teacher did so. Then he asked him to pick out half a dozen of the worst boys, and the teacher did that. Then the teacher was asked to pick out half a dozen average boys, and that was done. "Now," said the inspector, "I will examine the remainder." Would not that be a fair way of getting at the real average of a class?—It might not be a bad plan, but if it became generally known it might not work.

10676. At all events you are of opinion that there should be an examination?—I would wish to have some examination.

10677. Your objection to examinations would not extend, I take it, to a local examination of that sort, which is merely conducted within the school?—No, it would not.

10678. Suppose even that it embraced all the boys in the school, would you object to it?—If it was possible for an inspector to examine all the boys in the school at a date not fixed beforehand, I should have no objection whatever; but if the examination is carried out, as in the Welsh Intermediate system, at an assigned date in the school, it means cramming.

10679. And the tendency of any such arrangement would be to lead the work of the school to be directed to preparing the pupils for the examination, instead of to the work of education in the proper sense of the word?—Yes.

10680. Now, as to the second part of your plan—the awarding of prizes to candidates. From your plan as stated here to-day (perhaps I may be wrong—you will correct me if I am) it seemed to me to be implied that this competitive examination would be conducted in such a way that the candidates would be known individually to the persons who would have to assign the marks?—No, I did not mean to imply that; I meant that the candidates would be sent up by the schoolmaster; he might beforehand be asked to inform the Board as to how many he was sending up, a number might be assigned to each candidate as at present, and so the difficulty of individual acquaintance, and the possibility of a suggestion of unfairness, would be done away with.

10681. The marks would not be assigned by an examiner or inspector who had personal knowledge of the candidates for this competitive examination?—I would not suggest that—not necessarily.

10682. In England there is a system in the South Kensington Department of sending up the students' drawings to South Kensington, where the papers are adjudicated upon by persons who know nothing of the candidates. Would that fall in with your view?—I do not think marking, without seeing the work done by the student, should be carried too far, because in the case of practical examination in science, part of the work of the examiner is to watch the student making his experiment; but it does not follow that the student would be known to the examiner in any way more than by sight, because, of course, it would lie with the Board to distribute the numbers according to their discretion.

10683. But, taking the thing practically, suppose we, as a Commission—the majority of the Commission—did not agree with you that this was a practical working plan, all you can say is, that you have then to leave us in the rut, having done your best to take us out of it?—I feel I have done my best in making the suggestion; it is the only suggestion I can at present see my way to make.

10684. If the system of examinations is continued, you think the way suggested by you is the only way in which it can be continued without harm to the scientific education of the country?—Just so; we want to keep a certain amount of examination for the brilliant boys.

10685. You attach great importance to scientific training?—Yes.

10686. I now use the word "science" in the restricted sense—natural science. Have you seen the report of the Manual Instruction Commission?—I have seen it.

10687. I see that it was referred to very prominently in a lecture yesterday at the Royal Dublin Society?—Yes.

10688. One of the leading recommendations of that Commission was, that a systematic course of elementary science should form a part of the ordinary education in National schools. That falls in with your views?—Quite.

10689. So that natural science is not to be regarded as a sort of excrescence upon general education?—Just so.

10690. You look to it not merely as a certain body of truth to be known, but also as an instrument of training?—An instrument of training and culture.

10691. And this you regard as the more important aspect of the case for ordinary schools?—Quite so.

10692. I quite understand that. Now there are one or two matters of detail I should wish to call your attention to. You know this report that has come to us from the Royal Dublin Society?—Yes.

10693. Has your attention been called to an inaccuracy in it in the figures?—Yes.

10694. As this case rests on figures, and we are dealing with scientific matters, where accuracy is of supreme importance, I wish to have the figures put

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John Joly, D.Sc., F.R.S

beyond all possibility of question. First, let me ask you this—I brought it out when Captain Abney was with us the other day, and I should wish to have it from you now in greater detail. The report contrasts the figures for 1890 with those for 1897. In the year 1890 there was a very fair percentage of the boys examined in natural philosophy and also in chemistry?—Yes.

10695. The percentages were (I have worked them out to-day) 51·9 per cent. in natural philosophy, and 29·7 per cent. in chemistry. Now, according to the figures which the Dublin Society has given us, the 51·9 per cent. in natural philosophy in 1890 had fallen to 8·9 per cent. in 1897?—Yes.

10696. And the 29·7 per cent. in chemistry in 1890 had fallen to 4·7 per cent. in 1897?—Yes.

10697. I wish to direct your attention to this—that in the interval between those two years, a new grade was established, from which natural philosophy and chemistry were excluded. Do you not agree, then, that it is fairer to leave the Preparatory Grade boys out, and to deal with only the Junior, Middle, and Senior Grades for the two periods. This will not really affect the substantial force of the argument, but it seems to me that if we put it as I suggest, the case will be put upon a basis less assailable than the present one?—I think it would be fairer.

10698. Let me give you the figures. In the year 1890 the number examined was 3,943. Now taking the number in 1897 as 4,234, which was the number examined that year in the Junior, Middle, and Senior Grades, you see it is only slightly in excess of the former number?—Yes.

10699. The real percentage in 1897 is 14 per cent. for natural philosophy, and 7·4 per cent. for chemistry. I think you may take those figures from me. So that it comes this—that, as between 1890 and 1897, there is a fall from 51·9 per cent. to 14 per cent. in natural philosophy, and a fall from 29·7 per cent. to 7·4 per cent. in chemistry. You have no objection to having the figures put in this way?—None whatever; in fact, I regret that I had not considered that point before.

10700. Naturally an outsider would not consider the figures quite so minutely as a member of the Intermediate Education Board. There is only one other matter. I observe that the date of this report (and a very valuable report it is) of the Committee of the Dublin Society is the 24th May, 1898?—Yes.

10701. Now there is a sort of myth connected with the report, and I think it only due to the Intermediate Board that the real facts of the case should be made known. The Lord Lieutenant's Commission was issued very soon after the date of this report?—Yes.

10702. And I do not know whether the Council considered, as a number of other persons not unnaturally did, that the sending in of that report brought about the issuing of the Commission?—I do not think they did.

10703. You are probably not aware of this—that four months before the Dublin Society issued this report the Intermediate Board passed a unanimous resolution asking the Lord Lieutenant to issue this Commission. The date of our unanimous request to the Lord Lieutenant was the 25th of January last year?—I was not aware of that.

10704. CHAIRMAN.—I want to ask you one question?—Before you go on, my lord, might I please make a remark about the numbers furnished by the Royal Dublin Society Committee?

10705. Certainly?—That point as to the institution of the Preparatory Grade had escaped our notice. There is an additional inaccuracy in those figures, which, however, does not affect the argument, and that is that the over-age students were not included. I have the corrections made here, if it interests you.

10706. Most Rev. Dr. WALSH.—That is a small thing, and does not notably affect the result, because the same inaccuracy is carried through practically all the figures?—It is a constant figure, and does not affect the proportions.

10707. CHAIRMAN.—Some questions were asked you with a view to shew the impracticability or impossibility of taking into consideration the results of a practical examination in the competitive examination for exhibitions. Now I want to call your attention to a mode that was suggested by Lord Justice Fitz-Gibbon. There first, of course, must be the written examination; that is in all the subjects?—Yes.

10708. Well his lordship suggested that the candidates in natural philosophy and chemistry who scored a high percentage upon those written papers, and therefore were eligible candidates for exhibitions—say candidates that scored 50 per cent., or 60 per cent., or 70 per cent.—might be called up to some four or five centres, and there be subjected to a practical examination. You observe that by calling up those only that reached such a percentage as would be taken into consideration in the exhibition examination, you would limit the numbers of them very largely?—I think that is a most excellent suggestion. It had not occurred to me, but I think it is a most excellent suggestion, more particularly if the numbers who went up for exhibition were excessive. If the numbers were limited to 400 or 500, as we were mentioning before, I do not think any difficulty would arise in carrying on a practical examination at selected centres in Ireland, but if the numbers got excessive I think that would be almost the only way of dealing with the question, and a very practical way of dealing with the question, because there has to be a certain amount of theoretical examination in any case.

10709. You are aware, probably, that in the Royal University of Ireland there are practical examinations in natural philosophy and in chemistry?—Yes.

10710. And that there are very fine laboratories attached to the Queen's Colleges in Belfast, Galway, and Cork?—Yes.

10711. And if a new Act of Parliament were necessary, and we got permission (which probably could be obtained without an Act of Parliament) to utilise those buildings, we would be able, without very much additional expense, to carry on extensive practical examinations in those four places—Dublin, Cork, Galway, and Belfast?—I think that is a good suggestion, and especially with regard to the laboratory in Dublin. That is a very fine laboratory.

10712. And there is also a fine laboratory in Belfast?—I think so. The one in Cork I do not think is so well equipped.

10713. Perhaps it might be necessary to assist it a little?—Yes, that might be done. I think the suggestion is a very practical one.

10714. Most Rev. Dr. WALSH.—If such a scheme were at all practicable, the Christian Brothers in Cork might be able to do something?—They might be able to assist.

10715. CHAIRMAN.—I have looked over the centres in which the generality of our students are examined now, and if you take away the numerous centres that are in, or adjacent to, those four towns I have mentioned—that is, Dublin, Cork, Belfast, and Galway—you will find that you have taken away the great majority of the students that come up. In reference, then, to the other students, the small numbers that would come up from other places, it might be worthy of consideration whether we might not pay their railway fare, and if so the whole problem would be solved, would it not?—Well, personally speaking, my opinion is that the Intermediate Board might do very well in paying the railway fares. I did not feel that I was able to face the objection at the time, but I cannot see why some assistance of that kind should not be given to pupils.

10716. As well as I can ascertain, the pupils that would be living at a distance from those four centres would not be one-tenth of the entire, and if you took one-tenth only of those that had a percentage of 50 or 60 upon the paper examination in natural science, it would come to very few indeed?—It would come to very few.

The witness withdrew.

Mr. R. F. CROOK, M.A., First Classical Master, Wesley College, Dublin, examined.

10717. CHAIRMAN.—You are, and have been, I think, for the last ten years, First Classical Master in Wesley College, Dublin?—Yes.

10718. You were Inspector under the Endowed Schools Commission?—Yes.

10719. You were Latin Lecturer in Marlborough-street Training College?—Yes.

10720. And Classical Professor in Alexandra College, Dublin?—Yes.

10721. And also Lecturer in the Catholic University College, in Stephen's-green?—Yes.

10722. And you have acted as one of our centre superintendents?—Yes.

10723. You and the Rev. Dr. Hollingsworth, who is the principal of your college, have sent us in certain suggestions in answer to the circular that we issued?—Yes.

10724. And you received a circular from Mr. Daly asking the principal heads as to which you wished your evidence to be directed?—Yes.

10725. Now, I understand that you are opposed to any introduction of a *viva voce* examination?—Yes.

10726. Will you kindly state fully the reasons that have led you to that conclusion?—I have arrived at that conclusion chiefly from my experience of the impractical nature of it. Taking, for instance, the subjects of French and German, and modern languages generally, I consider—and I think most persons are agreed—that, roughly speaking, the advantages connected with a knowledge of modern languages are threefold—firstly, what the late Professor Huxley called in one of his lectures the scientific value of the language, which he defines as the value of the knowledge of the language gained from the study of grammar and composition, in which Professor Huxley said the same mental qualities were developed as in science, viz., the application of principles to special cases. That is one of the advantages. The second advantage would be the advantage gained from the reading of the literature at the back of the language, and the getting free from the association of ideas with the mere words of our own language, and seeing how ideas lock in languages other than our own. Those are two of the advantages; and the third, roughly speaking, is the actual speaking of the language. Now, from my experience of the Board, and the provision made for languages, I consider that two-thirds of those advantages—two parts out of the three I have mentioned—are very satisfactorily indeed provided for, as far as my experience is concerned. Then the difficulty which I understand is before this Commission is the provision for the third. I have carefully considered it, and I have watched it when superintending and teaching, and if I could have seen any practical method of arriving at a satisfactory means of judging the candidates, considering their numbers, I would think it desirable. But when I consider that, it seems to me some such method as this would be the only one possible—namely, to give the inspectors (whoever should go down) the questions in a sealed envelope or otherwise, and let all the candidates be examined in the same questions, with only stereotyped answers to questions possible, the inspector getting both answers and questions. I think that there are great advantages connected with such a *viva voce* system, say, as Professor Mahaffy advocates in Trinity College, and which Mr. M'Intosh referred to before this Commission yesterday—that is, the student having what is popularly known as an "interview" on the subject, and being questioned as to various matters, and the inspection not being trammelled by any such limitations as would be required by having special questions and special answers. But otherwise I think more than half of the advantage of the *viva voce* would be lost, and I do not think even Professor Mahaffy, with those limitations I have described, would be in favour of such a system of *viva voce*. I have brought with me to-day certain evidence (which I had intended to submit under another head of this inquiry) as to the system of inspection of the Commission with which I am already connected, the Endowed Schools Commission, and an extension of that which is largely a modern one. If this system were extended in the way in which I intend to suggest, I would put in among the questions which are asked on the form sent out in connection with that system, questions about the qualifications of the different teachers that are engaged in the schools in teaching modern languages, as to their university qualifications (if any), as to the length of time they have travelled on the Continent, or something of that description, and get a definite answer from the various schools as to the masters so engaged. I think this would to a large degree meet with the difficulty. Secondly, I am opposed to *viva voce* generally, or, at least, I would not emphasize so much as others do the importance of it for a people situated as we in Ireland are situated. I consider that one of the special characteristics of the Irish people (I am now speaking nationally of course), as opposed to those other instances, England, the Continent, and Germany, that have been suggested as examples—and, I think, most impartial observers have noticed this — is that the Irish markedly possess the quality of giving expression to their ideas in language—*viva voce* or otherwise—more than almost any other nation, and I have heard numbers—for instances, in the House of Commons and elsewhere. I consider that if I were drawing up a similar programme for English or German students, I would insist upon *viva voce* as absolutely necessary in all the details; but I do not consider, from my experience of Irish schoolboys, and of the Celtic character generally, that it is at all so necessary for them as it would be in other countries. The boys are *viva voced* in school the whole year round, and, from my experience as a teacher under the system, I have noticed, roughly speaking, that nine out of every ten who can express their ideas on paper (I am speaking of the boys and girls I have come across) could likewise express their ideas *viva voce*.

10727. But do you not think there would be some value in a *viva voce* examination otherwise than that of testing the ability of the boys to express their views in spoken language. Would it not test a class of knowledge that it is not easy to test by a written examination?—Yes, my lord, I admit that it would test a class of knowledge; but all I mean to emphasize now is that that class of knowledge is only a small tract of the total amount of knowledge, and that it seems to me it would be absurd to reject a whole system, or to make it any serious difficulty in the way of proceeding with that system, because that small detail is left out. Besides that, I have been told, and it is my own opinion, that such is the close relationship between the spoken and the written language of French and German (I have inquired specially upon the subject, and I have got it from the best authorities I could—from everyone without exception that I asked about the matter) that it is impossible to write perfectly idiomatic French or German composition, such as is required in the Senior Grade by the new arrangements of the Board, under which great emphasis is placed on composition—that it is absolutely impossible to write in French or German correct composition, and yet not to be able to speak the language in some degree.

10728. As far as you have gone already, I understand that what you principally object to is *viva voce* examination by the centre superintendents at the various centres. That is the matter to which you have principally directed your attention?—Oh, yes; and not only that, but *viva voce* examination by inspectors sent down by the Board. I would have the same objection to that as I have to the other.

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10729. Now, there is one matter I want specially to direct your attention to, and that is practical examination in chemistry and natural philosophy. Do you think that our present system of written examinations in chemistry and natural philosophy is entirely satisfactory?—I do not. On that subject I might quote here, perhaps, a remark made by the late Professor Huxley (who had a right to speak on the subject) before the Aberdeen University, in his opening lecture there. He said he considered that all scientific instruction given without corresponding laboratory instruction was worse than useless. He said such scientific instruction was to his mind the worst of all possible kinds of instruction. (I am quoting very shortly). I consider, then, that the marks as at present assigned by the Board to those subjects, taught without the necessary appliances from a scientific standpoint, are abundantly sufficient.

10730. But, agreeing in this with Professor Huxley, as I entirely do, do you not think that the result would necessarily follow that chemistry and natural philosophy ought to be excluded altogether?—I would say so; but I would not be prepared to follow Professor Huxley there *in toto;* he had a tendency (particularly in later years) to go a little into extremes.

10731. Have you considered the practicability of this in reference to pass students. Supposing a pass examination continues under the system, have you considered the possibility of testing science subjects not by an examination of all the students in the school, but by some general supervision of practical work being carried on in a laboratory at the school by such of the students as take up science?—I have; and during the last Christmas holidays I spent a good deal of time in England, looking over several of the important laboratories there. The last I visited was at Ley's School, at Cambridge. There there are 150 boys, and I asked particularly the price the laboratory had cost. They told me it had cost £4,000 to erect it, and that they considered it was just barely adequate for the purposes of the school. But, again referring to Professor Huxley, in a lecture of his on this subject which I was recently reading, he stated that he considered, looking back since 1874, that during the last 20 years Oxford alone had spent £120,000 on physical appliances, and looking back over his experience, he stated that he did not consider England was rich enough to supply the schools with the various necessaries under this system. I was greatly surprised this morning as I heard Professor Joly give expression to opinions that would lead one to suppose that Professor Huxley had grossly overestimated the total amount necessary for such chemical laboratories. His calculation, as far as I could gather from the statistics, was immensely more, and he would hardly regard as deserving the name of laboratory a construction that could be erected for £25 or £50.

10732. I think that was for the equipment?—Considering these things, and the expense connected with them, the chief thing I wish to bring before you, as, perhaps, a practical method of meeting the difficulty is something like this—that, instead of taking the whole subjects in a general way, instead of taking the whole elementary knowledge of heat, the whole elementary knowledge of light, the whole elementary knowledge of electricity, and soforth—instead of that, simply to take, each year, one small section of each of these departments, as, for example, the Rontgen-Rays, or something of that sort—one small section that would only require a portion of a chemical laboratory to be equipped, and not the whole, because, as at present arranged, the system, and the broad basis required, practically almost requires one to have a fully equipped laboratory. I would suggest, therefore, that if the subject were made compulsory, or whatever the Board decide to carry out, there should only be a small section of each subject; that in the first instance that section should be taken, which experts would say required the least appliances, and then the next year a further extension might be made, and if the Board then decided to give some portion of the results fees to those schools that had made an attempt at a laboratory, under those circumstances we could then easily see that the colleges and schools who desired might be able to add from stage to stage to their laboratory as circumstances might require.

10733. Would you approve of such a system as that—our encouraging practical work in the laboratory and giving results fees in respect of it, but letting it come on gradually in the way you suggest?—Yes.

10734. You are aware of the Science and Art grant for one-half the expense of endowment?—I am.

10735. Would you approve of our getting power to supplement that by providing the other half, so that we would be able to provide small laboratories for schools?—Yes, something of that description.

10736. In chemistry (I can speak as to that with more knowledge than I can of natural philosophy) you can have a practical examination in the laboratory without much expense?—Yes, without very much expense.

10737. Did you know the late Professor Apjohn?—Not personally.

10738. He used to give us in the laboratory at Trinity College a stone, and tell us to find out what was in that stone; that was, of course, only qualitatively, not quantitatively; and it required no very expensive appliances as a rule. Of course, there are some substances the analysis of which is involved in more difficulty than others, but I mean substances in which heat would not be required; you could very well test the knowledge of a junior student in that way, could you not?—Yes; but I understand (differing somewhat from Professor Joly in my opinion) that practical knowledge can be ascertained to a very great extent without any such elaborate system of inspection as has been suggested. You have noticed, doubtless, that in all the reports—so far as I have been able to see—upon the present system with regard to science, nearly every one of the examiners has stated that in one point or other the practical work has not been duly attended to. Now, it follows from that that they can judge from the written examination that the practical work has *not* been properly attended to; but would the converse be true—that they could judge from the written examination that the practical work *had* been properly attended to?

10739. Have you tried it yourself—because I did. Have you ever tried to make an analysis for the first time, following the directions that were given in a book, and found that you entirely failed?—Yes.

10740. We used to be obliged to go to the professor, and he would say, "You have omitted such and such a thing;" and then we would try a second time, but there was some little difficulty. Is that your experience?—Yes; but side by side with that you must remember we are having the practical work done in the various schools.

10741. But I do not admit that at all; my difficulty is that I believe there are a number of schools in which there is no practical work being done at all?—As far as that is concerned, then, that would bring me to my second point, which I specially wish to call your attention to now; that is, the Educational Endowments Act, and the system of inspection under that Act, which is largely inspection by writing as opposed to personal inspection, which in my opinion would cover the ground.

10742. Come to that question, then; that will be very convenient?—There are each year sent forward under this Endowments Act, about April or May, or whatever time seems most convenient, a series of questions, the details of which there are samples of on the various papers, for instance:—"What are the subjects taught in the school?" "Give a synopsis of the subjects for each class, and the number of pupils in attendance at the classes respectively." "Have

evening classes been established?" "Give particulars of subjects and numbers in attendance." "Are the buildings and premises in good order and condition?" "Are the sanitary arrangements adequate and efficient?" "Draw attention to any deficiencies." "Are the buildings suitable for the purposes of the school?" "What is the size of the playground; is it sufficient for the purposes of the school?" "What is the provision for the recreation of the pupils?"

10743. What do you suggest in reference to that?—I suggest that the Intermediate Board should make out a similar series of printed questions suitable to their system and the schools connected with it, that they should send out such printed forms of questions from the office in Hume-street to the various heads and principals of the given institutions, and that these questions should be answered fully in black and white by the heads of these institutions, and be forwarded to the office in Hume-street at such time as the Board and the Commissioners might desire. And then, if they wish in any way to verify the answers to these questions for their own satisfaction, under the present circumstances the Assistant Commissioners have power alone to go down and make casual calls at any schools they desire, and thereby, as it seems to me, fulfil in a large degree the requirements of inspection, and at the same time avoid the personal element, which is, to my mind, the great difficulty connected with the question of inspection. I have carefully looked into the matter with a view to this Commission, and, after careful inquiry, I cannot find any instance where a similarly high educational system is inspected. You are aware, my lord, that the higher grades—the Middle and the Senior Grades—of the Intermediate are on a par almost exactly with the pass and honours entrance examinations of our universities.

10744. The Royal University?—The Royal University, and, roughly speaking, Trinity College and Oxford and Cambridge. I cannot find, either in England or the Continent or anywhere else, a system that goes as high as that which is inspected. I am myself an inspector under the Endowed Schools system that I refer to. I am acquainted with the National Board system, and I can see no parallel to it under the National Board system. It is to be remembered the teachers in the schools are all trained.

10745. Most Rev. Dr. WALSH.—What teachers do you say are all trained?—Most of the teachers under the National Board.

10746. CHAIRMAN.—I assure you that you are quite mistaken in that. Some of them are trained, but not all?—I should not have said all of them.

10747. The larger portion of them are not?—What I wished to dwell upon was not that point, but the point that the inspectors under the National system have got a standard and criterion of inspection by which to guide them clearly, a standard of teaching which is recognised and carried on by the chief training colleges under the National Board. In this Intermediate system we have not that. We have got nothing approaching the training colleges or anything of the sort; and, therefore, the inspectors that would be appointed would not have any such criterion to guide them when they come down to inspect the schools, and the method upon which the inspection should be carried out would more or less depend upon their personal whims, or their ideas with regard to the methods of education that should be carried out.

10748. Most Rev. Dr. WALSH.—Are you speaking from your own knowledge when you say that the inspectors have this knowledge in connection with the National Board. The Chief Baron and I happen to be members of that Board?—Well, there are regularly established training colleges under the National system.

10749. But you say the inspectors are guided by this standard of the training colleges?—Practically.

10750. Do you know that as a fact?—I have asked two or three inspectors about it, and I believe it to be so.

10751. CHAIRMAN.—I assure you you are wrong?—Well, I just asked two or three of them about that. I asked them what was the chief thing that guided them, and they stated that they were guided largely by the ideas that they got in the training colleges.

10752. If you saw the percentage of passes by the inspectors of the National Board, and compared them with the number of children in the school, you would be astonished how they correspond to within a minute fraction. At all events, you do not approve of inspection in the schools. I take that as your view?—Yes, I don't approve of inspection when individual inspectors go down. I was just mentioning three or four matters, the consideration of which led me to that conclusion. The third matter was the point of inspection without corresponding responsibility. Thus, I can understand how the principals of different colleges and schools can go into the various classes and look through them, and watch how the work is done, because all the assistant teachers are fully aware of how deeply sympathetic they are, and they are fully aware of the way in which the responsibility of the whole management of the school rests upon them. But with inspectors it is very different. They are there to criticise and report. But there is no corresponding responsibility, and the higher you go, I find, the more inspection is resented; that is, that in the higher classes in schools generally, owing to their status and soforth, and the idea that they may have about themselves and other things, they object more, and consider it more derogatory to their moral dignity and responsibility, and soforth, than they would do in the lower forms in the schools. And if it was not able to extend over the whole system I would not approve of it.

10753. Is there any other reason why you object to inspection. I want your views fully?—Another reason that I have got as the result of experience is, that it tells very unjustly against nervous pupils and nervous teachers. I have myself taught classes when the inspector came in, and I have noticed a most marked difference. In fact, I have had to change on several occasions from teaching to lecturing; and, when this happens, it seems to me to be open to the objection that the more nervous candidates, the more nervous pupils, as well as the more nervous teachers, would suffer unjustly thereby. In a word, it is the same in this department as the objection to *viva voce* examination—the strain that is put upon them at the time. I don't approve of it.

10754. Do you wish to say anything more in reference to inspection?—No.

10755. I wish to ask you a question as to the substitute that you propose—questions similar to those sent out by the Endowed Schools Commission. You would propose to ask the names of the persons who taught in French and German, and what their qualifications were, and how long they had been in France and Germany?—Some such questions.

10756. Supposing those questions are sent out to the schools, and that a thoroughly unsatisfactory answer comes back, that the teacher was never in France, and never in Germany, and never intends to go to France or Germany, but is doing his best to teach his pupils?—Under those circumstances the difficulty would be exactly the same, and would be met in the same way as if the inspector were sent down to the institution and brought back a similar report. Under those circumstances the Board could only act in the same way that they could act from the report of the individual inspector. In the latter case there would be the further difficulty in the mode of personal inspection, that personal prejudice might possibly be said to come into the matter by the teachers.

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10757. I think I understand now what your view is in reference to that. The third head upon your paper was, "My reasons for coming to the conclusion that the Intermediate system is not to blame for 'cramming,' but the teachers abusing it?"—Well, since writing that, I see that the word "cramming," owing to the different way it is used by different persons, needs a definition. If I would define what I mean by "cramming," I would say that it is the mobilization of knowledge at a given time or within a given time for a given purpose. And if that be defined as "cramming" in the first instance, I think that a great deal may be said for it, because of its practical importance, as has been already noticed before the Commission, for various avocations in after-life. Of course, if we were to prepare every pupil for an ideal after-existence, and not for the actual world as we have to face it——

10758. We all agree that it should be for the actual world?—For the actual world. Then, if that be the definition of it, I consider, there has been no undue abuse of it in this sense under this Intermediate system. A certain amount of it in all teaching and under all systems of inspection and examination I consider is absolutely necessary, and I don't consider it an unmitigated evil either. What I mean by saying that the teachers are to blame more for the abuse of it, is that there are cases of hurrying on in several instances at the end pupils who should not have been so hurried on. But I am glad to see that the Board, owing to the arrangement about the attendances of the pupils and everything else, have done everything possible in their power to prevent that kind of "cramming." I may add that Dr. Hollingsworth said to me, when drawing up the report, that his experience was, as it has been mine, that in the classes we found that the whole course could be got over in or about three times in the year by the first division in the classes. That is, that the Preparatory and Junior classes, and sometimes the Middle, are divided into A, B, and C divisions, and that A and B, and partly C, but the A and B divisions certainly, can go through the whole course about three times each year. I also inquired in order to find out how far the system corresponded to our previous curriculum, and I found out from an uncle of mine who was previously in the college that the course was a little less, that the total amount set was slightly less than the total amount examined in previously. Before the Intermediate started in our college the curriculum, roughly speaking, was exactly the same.

10759. You speak of teachers abusing the system. Of course, you never have known instances of a teacher abusing the system or choosing subjects, or using methods of teaching with a view of getting results fees?—I must say I have not.

10760. The next head is—"Expense necessary for the equipment of scientific laboratories, and how far the educational advantages in such schools of the study of science repay this expense." Did you answer that already?—Well, a portion of it came in in connection with the other matter.

10761. I don't exactly understand your view. Is it that the advantages of a study of science at a school do not repay the expense of a laboratory. It would not repay the expense of a £4,000 laboratory?—No. I meant the number of students who afterwards go to such callings in life, or the educational value generally, to the different students, considering the expense necessary for it. Well, perhaps, it would make my case clearer if I would say—take, for instance, the educational value as well as the practical value of such knowledge as has been before this Commission this morning already. In the case of most of the students who would come to our Irish colleges the question is, what are the expenses. If the expenses be so great as has been already hinted from the evidence of Professor Huxley——

10762. If you assume that, you may assume anything. I never assumed that the expense of a practical laboratory is £4,000 or £400. I have been too much in laboratories for that myself. If it be on that assumption you go, I won't trouble you further?—That figure may be too much.

10763. You don't recognise that there is any educational value at all in the teaching of science?—Most emphatically I do.

10764. Don't you think if there is any educational value in it at all, it is not from learning it like a parrot, from a book—mere book knowledge—but by a practical acquaintance with the actual work, seeing the difficulties, how they are to be encountered, and at length succeeding?—I do, certainly.

10765. The only difficulty would be the expense. If we would be able to meet that difficulty, then you would be in favour of a practical examination of it at the school?—Yes.

10766. The next head is—"My reasons for proposing to divide the courses for the various grades with a view to the ultimate destination in life of the student." You would like a general education in the first instance?—I do like a general education in the first instance. I don't see how a student can advantageously specialise before he has got a certain foundation of education to go upon.

10767. At what age would you suggest that he should specialise?—I suggest that he should specialise in the Senior Grade, and not before that.

10768. Not while he is under our system?—Not while he is under your system. That is where the difference between it and the collegiate system comes in.

10769. The sixth head is—"Some suggestions on results fees"?—Before passing on to that, I would wish to say that, listening to the evidence at this Commission, two or three things turned up since that was written. One of them was in connection with this arrangement for pass and honour papers. From my experience as a centre superintendent, I don't think that that arrangement would be satisfactory. If we continued to adopt the method of changing the colours of the different papers and went so far as to start pass and honours papers, there would be an endless confusion as regards colours. However, that is a minor matter.

10770. There are not sufficient colours in nature to make the distinction of colours?—No, without creating confusion.

10771. We could not have new colours every day?—I think the difficulties could be met by simply putting in a certain number of questions with an asterisk before them to guide the student.

10772. To distinguish the pass and honours questions in one paper?—Yes. Passing on to the last question, that is, the suggestions about results fees. I must say, on the whole, I completely approve of the system of results fees. I don't think it is an argument against any detail of our system that there is not a parallel for it in England or on the Continent. I think the Irish are in many ways a peculiar people, and that any arrangements that are made for them educationally and otherwise must be made for themselves, considering all their antecedents as regards *viva voce* and other matters, and that they stand in a different way from the religious and various other stand-points. Nearly all our national ideals are different, and the fact that there is no system anywhere else exactly the same I don't think is in itself an argument sufficient for us to change it so as to model it according to other systems. The only question is, whether it works in our country, or whether it does not. In answer to some of the improvements which have been suggested—I don't like destructive criticism without suggesting something constructive in its place—and as to the arrangement *per caput*, it would seem to me to lead to still further difficulties. It would seem to me that it would tend to bring in a much larger number of second and third-rate pupils to fill the schools with a larger total number, and that this would still further increase the numbers in the classes. One objection

at present is, the large numbers that we have already in the classes, and I don't think anything could be got by still further increasing them.

10773. Anything else?—I think, perhaps, the main difficulty about the results fees is the difficulty that occurs when they have passed out of the hands of the Board, and have become the property of given schools and institutions.

10774. Do you wish to suggest that provision ought to be made for applying them to the education of the student?—I would suggest that there should. Amongst the questions that should be asked on this paper so sent out would be a question as to how the results fees were employed.

10775. Suppose you got the answer, "in bicycles and ponies"?—Supposing I got the answer, in bicycles and ponies, and watches and soforth, I would then consider the question——

10776. Dr. BARKLEY.—Are you speaking of results fees or exhibitions?—Results fees.

10777. CHAIRMAN.—Exhibitions I was asking you about. The results fees go to the managers?—It was results fees I was speaking about.

10778. Do you wish that some limitation should be put upon the manager as to the use of the results fees?—Yes, and some question should be asked as to how they are used.

10779. Supposing that he stated that he used them to support himself?—That would be very fair. Information should be given as to the division that was made of the results fees amongst the assistants, as to how they were divided in the proportion of the teaching and the proportion of the burden of the teaching that fell upon each of the teachers engaged.

10780. I should imagine that you would think it an advantage of this system that it only tests between one-half and one-third of the students in the Intermediate schools? There are about nineteen thousand pupils in the Intermediate schools in Ireland, and only about nine thousand present themselves for the examination. That, in your opinion, is an advantage, because it saves the trouble of examining all the others?—Well, on the other hand, there are a portion of the students in every school preparing in one given year.

10781. Do you consider it an advantage? The object of this Act is to test the teaching of Intermediate students. If you have not considered it, it is no matter?—I have considered the way they are tested at present; that is, those who are not tested one year are tested the next year in nearly every single instance, and so pass on from grade to grade.

10782. Mr. Justice MADDEN.—You called attention to reports referred to by Professor Joly?—Yes.

10783. These reports in which he seemed to be able, by means of written examination, to ascertain whether practical teaching had or had not been bad?—Yes.

10784. Are you aware that Professor Joly stated that the pupils in regard to whom he had ascertained that there had been no practical teaching were yet able to get marks in the examinations because they answered the questions?—Yes.

10785. Therefore the result of Professor Joly's two answers taken together is this, first, that he discovered that a large proportion had had no practical teaching, and, secondly, that the pupils in regard to whom he made that discovery had succeeded at the examination. Do you regard that as satisfactory?—Well, hardly. No.

10786. I observe in your reply to the Secretary you say you are opposed to any introduction of *viva voce*. Is your expression based on practical or educational grounds, or on both?—On both.

10787. I quite understand that your objection is founded on the difficulty of employing *viva voce* examination at the public general examination of students?—Yes.

10788. That is the practical ground?—That is the practical ground.

10789. If it were possible to employ *viva voce*, do you not consider it a valuable portion of an examination?—Oh, yes; but what I meant to emphasize was, that it was not so valuable for some persons as for others—not so necessary, at least.

10790. Not equally valuable in each branch of learning?—Not only that, but not needing so much to be emphasized in the case of people like the Irish, and not equally in all subjects.

10791. But as to modern languages, you have divided the branches of the study of a modern language into three very fair divisions—one of them cannot be tested without *viva voce* examination?—Yes.

10792. Therefore *viva voce* plays a considerable part in any satisfactory system of examination applied to modern languages?—Yes.

10793. In practical science, having regard to the evidence of Professor Joly and other experts, would you say that it was possible to ascertain that the teaching had been of a practical character except by *viva voce* examination in some shape or form?—I think it could be ascertained to a very considerable extent by asking details as to what is done in the laboratory—a full account of the appliances and instruments connected with the laboratory.

10794. However, I will not press that point, for I gather that you are not a specialist or an expert in practical science?—No.

10795. But you agree that a state of things under which students are discovered to be thoroughly destitute of practical knowledge, but nevertheless score at the examination, is an unsatisfactory system?—Yes.

10796. You stated that the Intermediate system is not, in your opinion, to be blamed for cramming; and you have given a definition of cramming which certainly does not represent the kind of cramming that is present to my mind. The expression is a good one—"the mobilization of knowledge for a special purpose." But what I regard as cramming, in the vicious sense of the term, is over-burdening the memory, instead of training and developing it—and overloading it with a quantity of isolated facts and dates without relation to other facts. Do you recognise any danger in the Intermediate system in that direction?—Well, I think that all that possibly could have been done—as I stated in the report—all that could possibly have been done by the ingenuity of man has been done by the Board to prevent it so far as written examination is concerned, considering the marks assigned to composition and unseen translation in the languages. Everything has been done, as far as I can see, to prevent it; and the fact that there is some danger of it in connection with English and other various departments of languages seems to me to be absolutely necessary. Memory in the first instance has to be developed certainly to some extent at the expense of the reasoning powers, for the development of memory on isolated facts is necessarily, it seems to me, a substratum on which afterwards the superstructure of reasoning powers is founded.

10797. Rev. Dr. TODD MARTIN.—I think you said that no similarly high system of secondary education in any country is inspected?—Not so far as I could ascertain.

10798. Have you turned your attention to the Welsh secondary system?—I did. I inquired from one gentleman connected with it in Wales, and it has only just begun to work. Do you mean the one corresponding to ours?

10799. So far as it corresponds?—Secondary, yes. The details connected with it, and the distance to which it goes, do not seem to me to be so far as our Senior Grade. They do not go so far, for instance, as the Oxford and Cambridge entrance examination. No grade there goes so high as that entrance examination.

10800. That is, those secondary schools do not reach to so high a level as the Senior Grade in our schools?—No.

10801. In the inquiry sent down to schools, they are asked as to the distribution of the results fees?—Yes.

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10802. Have you thought that there must be a large number of schools connected with this Board in which it would be quite an irrelevant question—that is to say, take a brotherhood vowed to poverty?—There are some schools in connection with which there would be a difficulty, but in these institutions, in general, the general question about the common nature of the brotherhood and the financial arrangements would be sufficient for any board. If they gave that answer, that they were a common brotherhood, under those circumstances——

10803. In fact, it would only bear on the payment of assistants in schools where the head of the school engages and pays them?—Yes.

10804. Dr. BARKLEY.—I presume your school is provided with a laboratory and appliances for the teaching of science?—Yes; we got such a laboratory at the cost of a little over £100. It was rather severely criticised on inspection, and not considered to be up to the mark.

10805. That is, on the inspection of the Science and Art Department?—Of South Kensington.

10806. Then you have experience of South Kensington?—Yes.

10807. Do you find that the South Kensington inspection is really a troublesome thing to submit to?—On the whole, our numbers—if we judge from them; whether you can connect cause and effect there—our numbers actually engaged in the physical work in the laboratory have decreased.

10808. That may be due to another cause?—It may be due to the other cause.

10809. It may be due to the small number of pupils which the laboratory could accommodate at the same time. How many would a laboratory of that cost accommodate?—We put twenty to twenty-five students in it at one class.

10810. It has been suggested that, so far as experimental and practical science is concerned, the inspection of the Science and Art Department might suffice for us, provided that all our schools were connected with it?—I do not quite approve of that. I do not think that any common system for England and Ireland will work; and, as I have mentioned already about our peculiar national distinctions and otherwise, I do not think that an English system can be dovetailed into the Irish in that way. Of course, it has not been practically worked; but, as far as I can see, from what I would predict myself, I would not be in favour of uniting the two.

10811. Apparently that subject was discussed some years ago by a Parliamentary Commission, and they came to the conclusion that it would be much better that the Irish Science and Art teaching should be under the English Science and Art Department, because you would get the benefit of the experience of that Department, and the certificates would be more valuable than if given by a separate one for Ireland?—That is true if the schools and the hours in Ireland were constituted as the schools and the hours are in England, but they are almost entirely different. The Science and Art Department have their examinations at night, and soforth, and that does not suit most of our schools. Possibly they might be adapted, but the arrangements have been primarily made for the English and English education.

10812. But we were told the other day that they had substituted day examinations for the night examinations carried on formerly?—Well, our connection with the system in the college which I represent ceased owing to the difficulty connected with it two years ago, and we have not resumed it since the new arrangement.

10813. Does not that difficulty arise to a considerable extent from our courses and their courses not having been fitted in together as well as they might have been?—It may.

10814. I suppose many of the pupils you send up for the higher grades have come to you originally from smaller schools in the country?—Well, I cannot say that so large a proportion of them have. In order to avoid that, we, in the college that I represent, have made the arrangement—in order to get the boys from the age of seven up and continue them, we have made an arrangement of not increasing the school fees of any boy that comes at the age of seven and continues; and since we made that change in our arrangements, we have not had at all the same number coming in for the Middle and Senior Grades. They are very few at present.

10815. Would you not have boys sent up from the country on the ground that they, having passed the Preparatory and Junior Grades, would get a better education at your college than in the country?—Yes; we have some, chiefly boarders.

10816. With reference to them, what is your experience as to their previous education—has it been on the whole satisfactory or not?—It has been, on the whole, satisfactory.

10817. Then you would say that these schools in the country, though small, are doing, on the whole, good work?—They are.

10818. Most Rev. Dr. WALSH.—I wish to ask you about what you have described to us as going on under the system of inspection of a Commission with which you say you are connected, the Endowed Schools Commission. You have described a system of inspecting schools by written questions. You said, I think, that the questions which you read out were sent down by the Endowment Commission?—Yes.

10819. I happen to be a member of that Commission—you mean the Commissioners of Education in Ireland (not the Commissioners of National Education), and I know that those questions are not sent from the Commission at all—they are sent from Dublin Castle?—Yes, from Dublin Castle—I only suggested that some questions——

10820. Rev. Dr. TODD MARTIN.—The schools are schools——?—Under endowment—from Dublin Castle—the schools under an endowment.

10821. The schools are schools that have received schemes under the late Endowments Commission?—Exactly so.

10822. Most Rev. Dr. WALSH.—All the schools dealt with by that Commission—people call it "Lord Justice FitzGibbon's Commission"—are subject to inspection?—Yes.

10823. Now, are we to take it from you that the only inspection you hold as an inspector under one of those schemes, is an inspection by written papers?—No.

10824. Remember that up to this you have described only one side of it?—Because the second side of it——

10825. I was afraid that what you have said might have left some members of this Commission under the impression that this was the only inspection—an inspection carried out by written papers sent from Dublin. I wish now to give you an opportunity of saying what you do as an inspector?—As an inspector you see that these questions are answered properly and in accordance with what is required, and the details of the working of it.

10826. So that you personally visit the schools?—Yes.

10827. Now as to another matter; one of your suggestions is in reference to shorthand. You consider that the marks given to shorthand at present are insufficient?—Yes.

10828. And that they should be raised to 500?—Yes.

10829. Do you think that the examination held in shorthand is a satisfactory one?—Well, as far as it is possible for an examination in shorthand to be satisfactory under the present system, it is; and it is more satisfactory than it appears to be from an outside standpoint. For instance, when I had the first centre—I had several centres previous to the time they took up shorthand—and I thought, when I saw

the system introduced, it was a very foolish thing, but when I went down and gave out the papers in accordance with the directions of the Board, I changed my mind. The candidate gets a long printed document, much longer than anyone of the candidates can possibly complete in the time, no matter how rapid he was.

10830. A printed paper?—Yes. From that printed paper, as quickly as possible in the appointed time, he writes down the proportion of it that he is able to get through in the time.

10831. I am quite aware of that. Then you consider the examination in shorthand satisfactory?—I consider that it is more satisfactory than it would be if it were left to the superintendents to read out the passage or passages corresponding for the candidates to take down, because the difference of the rate of speaking and various other matters connected with it would come into the consideration of the matter.

10832. But I am not comparing it with anything else. Do you consider it a satisfactory way of examining in shorthand? My reason for putting the question is this—perhaps 300 marks is an insufficient allowance for shorthand, but it may be quite sufficient for the thing that goes on under the name of testing a knowledge of shorthand at our examinations?—A large proportion of the advantages connected with shorthand, it seems to me, are gained by the present arrangement, because all the lettering and soforth, and the whole system of shorthand, is mastered by that arrangement, and I do not think it is possible for any boy to get honour marks on that paper as at present arranged by the Board that could not get honour marks if an examiner or inspector went and read out the same piece of English to the same boys at the same time.

10833. So you are quite satisfied with the present arrangement substantially; your only criticism is that enough marks are not given?—Yes.

10834. You are also in favour of the results system as affecting the grants to the schools?—Oh, yes.

10835. And, moreover, you do not see any great advantage in *viva voce* examination?—Well, in the kind of *viva voce* examination that would be practicable under so large a system as the Intermediate at present. It seems to me that the special advantage connected with *viva voce* must in the nature of things be less under such circumstances. But if, as has been suggested to the Commission, only a proportion were examined—say, the exhibitioners, as in the Royal University—then it appears to me that they are the very candidates in most instances who, as far as my experience goes, are the ones that do the pronunciation of the foreign languages correctly, or nearly so.

10836. With regard to the pronunciation of English and English elocution, you do not think that these have suffered under our present system?—I do not think, on the whole, that the English is suffering under.

10837. In reference to the natural science department, your evidence differs very substantially from that given by Professor Joly. Are you a teacher of science, or is your work on the classical side?—The classical side.

10838. So you have no special knowledge of natural science?—No.

10839. You recognise, of course, that Professor Joly is a very high authority?—Oh, yes.

10840. At all events you are an authority, I take it, on the classical side?—To some extent.

10841. Do you altogether approve of the course in classics through which your boys in the Wesley College are put by being obliged to work under the programme of the Intermediate Board?—On the whole I do.

10842. You think there is a good and satisfactory selection of books from an educational point of view?—I do, except in some instances that the order in connection with the books might be more satisfactorily arranged than it is at present.

10843. But, coming to details, do you think it a satisfactory six years course in which the knowledge that a boy gets of Cicero is the *De Senectute*, and he is not ever required to read even one of the speeches—the orations?—That has been.

10844. Do you consider it satisfactory?—No, I do not think it altogether satisfactory.

10845. Do you think it satisfactory that a boy should be put through a six years' course and read only two books of Virgil, beginning with the 5th book in one year, and going back to the 2nd book in the year following?—Well, the 5th book is somewhat isolated from the others. It is about the games, and I have found that it is easy and a help to introduce a class of boys to it by an explanation of the books leading up to it, which would fill up a day or two.

10846. Then you are quite satisfied with all this?—Yes, I see no particular disadvantage connected with it. As to the question with reference to the Preparatory Grade that arose since, I am rather in favour of continuing the Preparatory Grade; but I am not in favour of putting science into the course, because it seems to me that a knowledge of mathematics is necessary for the most elementary principles of heat, light, and electricity.

10847. Therefore, in that respect, as in others, you are for leaving the system as it is?—Yes. In reference to the withdrawal of the first year of the Preparatory Grade, I think that a less total of pupils in each school gets results fees than did before; and if the argument be sound that a system which gives a proportion of results fees on the larger proportion of a school is a sounder system then, the Intermediate system before the abolition of the first year of the Preparatory Grade was in a sounder condition in that respect than it has been since. To meet that difficulty I would suggest that there should be an entrance examination instead of the first year of the Preparatory Grade, and that at that entrance examination there should be fees paid on, say, a scale like half, or something of that sort.

10848. And you would have all those children going in for a written examination?—Yes, but I would have no exhibitions awarded.

10849. Mr. Justice MADDEN.—You would have no competition?—No; a boy would be allowed to pass who had gained a certain percentage. I consider the whole preparatory system is rather too difficult. If both the entrance and the second examination of the Preparatory Grade were made much easier than at present, a great deal of the difficulty would be obviated.

10850. The CHAIRMAN.—I think your view may be summed up in one sentence, which I take from your printed evidence—"After an experience of over seven years of the practical working of the Intermediate system, I am constrained to give it, on the whole, my unqualified approval?—Yes.

10851. And you signed that for the entire staff of twenty masters?—Yes.

The witness withdrew.

Mr. EDWARD GARNETT, Jun., Headmaster, Newtown School, Waterford, examined.

10852. The CHAIRMAN.—You are the headmaster of Newtown School, Waterford?—Yes.

10853. You have been assistant-master of the "Friends' School" at Wigton, in Cumberland, for 1½ years?—Yes.

10854. You were head assistant-master at the "Friends' School" at Great Ayton, Yorkshire?—Yes.

10855. And acting headmaster at Newtown School for four months; head assistant-master four years, and headmaster two years?—Yes.

10856. The first matter you desire to direct our

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attention is the question of inspection and examination. Will you kindly tell us what your views are on that subject?—I am entirely in favour of the substitution of inspection for examination.

10857. Tell us in detail the reasons for that view, what objection you have to the system of examination, and what benefits would accrue from inspection as a substitute?—I take the objections as affecting the teacher. I consider that there is a danger of the teacher passing on too rapidly over his material, and leaving it in an unfinished state—speaking educationally. That not only with individual boys is there a danger of hurrying over the work and leaving it so, but with the whole class, or with the majority of the class. Then there are special temptations which are of necessity, I suppose, in the way of those who prepare for examinations, but which, perhaps, are more subtle in the class-room, where we have only young children to deal with. A teacher is strongly tempted to take his clever boys and push them through. Then there is the danger of limiting the teaching to pass knowledge, and, though it in no way applies to my own experience of the thing, I think it regrettable that a teacher should feel that his own salary in any way depends on his efforts with his class or on the number of boys that he is able to get through. I must say, with regard to my evidence, that I speak broadly for the Committee of Management of the school of which I am headmaster, which represents the Society of Friends of Munster and Leinster.

10858. They substantially approve?—I do not say they would endorse every opinion I express, but they substantially approve of my opinions. Then, with regard to the pupils, I consider that the taxing of the memory is excessive and injurious physically. There is also the danger that physical training is neglected—that the best part of their efforts is given to head work, any time left for physical recreation being merely what we might call the tail-end of the day, when they are not in full vigour. I have noticed from my own experience a dislike being taken to certain branches of school work by pupils, perhaps from the amount that they had to get through more than anything else. And, if I might say so, I feel that there is a danger of taking away the enjoyment of childhood from very young children by robing them with the burden of examinations, so that the bright portion of a mind like a boy's very soon becomes clouded with a sort of business responsibility when he feels he is a piece of machinery, earning money for the support of his school.

10859. Am I right in supposing that in the evidence you have given, you are speaking from your actual experience as a master of a school?—Yes, in several points.

10860. With regard to what you have stated as to the students feeling the burden of the examinations, and its overshadowing the bright portion of their lives, have you observed that in your actual experience?—Well, in a modified degree I have. I may say that in our school we do not allow any extra time to be given to the school work on account of boys going in for the Intermediate examinations.

10861. In your school you have taken special precautions to prevent the evils to which you refer?—Certainly.

10862. What I wish to ask you is, have you any experience of other schools or of other children having suffered those evils in consequence of the Intermediate system, or is your evidence merely founded on *a priori* reasoning as to what you think would be its probable tendency?—I have not had any actual experience of its effects except in some individual cases.

10863. That is what I ask you. Are you aware of any individual cases?—I have heard individual parents in different localities complaining of the excessive strain upon their children.

10864. In other words, that the system has had, in fact, its natural result?—Yes.

10865. But have you yourself observed any overstraining among the children in your school, or have the efforts made by you and your committee to prevent it been successful?—Yes; the efforts we have made, I think, have counteracted it. We have compulsory times of recreation and a maximum amount of school work in the week, beyond which no boys are allowed to go.

10866. I do not like to ask you any matter about the arrangements between your Committee and yourself; but I suppose you agree with me that it must be an extremely disagreeable thing for any school teacher to feel that the amount of his remuneration is to depend upon his students passing an examination?—Well, it is not so in our school.

10867. Therefore you can speak freely on the subject?—Yes, certainly; I am sure it must be very disagreeable.

CHAIRMAN.—It seems to me to be like the case of a barrister taking a brief on the understanding that his fee was to depend on the result of the case.

10868. CHAIRMAN.—Now, you propose inspection as a substitute for examination; is not that so?—That is so.

10869. Would you propose to abolish the examination for exhibitions, or only to abolish the examination for passes?—I would rather see them abolished altogether.

10870. Would you wish to have any system of rewards for students?—I would have no objection to a limited system of rewards. I would have a certain number of exhibitions given to each school for competition amongst the students of that school only.

10871. What is the character of the inspection you would propose?—In the first place, in order not to destroy what I consider very important, the individuality of a school, or of its masters, I would allow every school to select its own course of work.

10872. That should be approved of, I suppose, by the Intermediate Education Board?—Certainly, if it wished to come under the Board. Then I would approve of examination to this extent, that at the end of a half-year, or a year, on its own course of work, the school should ask to have an examiner sent to it from the Intermediate Board, on the same principle as the Oxford and Cambridge school examinations are conducted, and those of the College of Preceptors.

10873. Are you aware that in Scotland they have an examination called a "leaving examination," at which the pupils of a school are examined in its own course?—Yes.

10874. And I believe the same system is carried out in Germany and France?—Yes.

10875. Proceed now to describe the character of the inspection that you would propose?—I would propose that the inspector should see that the examination at the end of the school year was properly conducted; that if he did not set the papers, he should at any rate see them before they were set by the masters, or headmaster of the school. In that way the inspector would see, in each class, what had been done with the backward or dull boys. I do not wish in any way to be pessimistic; but I have a strong opinion that a great number of the boys we come across in the class-room are dull in some subjects.

10876. By "dull" do you mean those who are backward, but who will be average boys when two or three years older?—I think their tendency is to be rather below the average. Then I would have the inspector exhaustively report on the result of the examination in the school. His functions would also include such visits, for instance, as would not be announced previously.

10877. Surprise visits?—Surprise visits. Though I am myself headmaster of a school, I should like the inspector to come into the class-rooms at any time; and if it was not an unreasonable hour of the day or night, that he should be at liberty to walk through

the boys' dormitories, and inspect the sanitary arrangements, without necessarily being an expert in such matters, also the playground; and further, that he should examine for himself what amount of time is given to physical development.

10878. That he should examine the time table?—Yes; and find out what is done in the way of physical training, and what is done by the boys when not in the school. All that should naturally come under his supervision.

10879. Would you have him present when any classes were taught?—Yes, if he wished.

10880. And hear the classes taught?—Yes.

10881. Do you think that in classes in which teaching in modern languages was carried on he ought to observe the pronunciation of the boys?—Certainly.

10882. Have you a laboratory in your school?—We have.

10883. Would you approve of his observing the practical work of the boys in the laboratory?—Certainly.

10884. Do you wish to add anything on the subject of inspection, before we go on to the next subject of your paper?—I would like to say that I think the amount of the fees granted to a school should depend upon the result of the inspector's report

10885. Just as at present they depend upon the result of the examinations?—Yes.

10886. That is, if the school were reported as efficient, you would have the fees paid *per caput*?—Exactly. What I feel strongly about is that there is a vast amount of work done by conscientious teachers with the dull and backward part of a class that meets with no tangible reward or recognition by an examining board.

10887. That matter has struck me already, and I asked a good many of the witnesses about it. Could you give me the particulars of the number of students in your school, and of the number who have been sent forward for examination?—I think I can supply it.

10888. I find by the return which I have before me that there were thrity-three on the roll of your school?—Perhaps so; that was probably the number last year. There are forty-eight now.

10889. How many of those went in for the Intermediate examinations? Did one-third go in?—About one-half.

10890. I suppose you were just as hard worked with the other half, if not more?—Precisely.

10891. Most Rev. Dr. Walsh.—Were all the forty-eight within the age limit?—No; they were not all within the age limit.

10892. Chairman—How many of them were within the age limit?—I should say about two-thirds.

10893. Do you wish to say anything further before we come to the subject of the present programme? No; I do not think there is anything further.

10894. What observations do you wish to make with reference to the programme?—The first remark I would like to make is that if we limit the school hours to something like forty or forty-two in the week, the amount of work to be got through in the different courses is much too long to enable a teacher to take the boys through it thoroughly; the work has to be hurried through in a way that does not tend to education in the true sense.

10895. What suggestion would you make towards correcting that: is it that candidates should take up a fewer number of subjects, or that the programme in each subject should be shortened?—I would suggest that the programme should be reduced in every case. The amount of work set should be reduced. I also consider that the children are given too much abstract work, rather than concrete.

10896. Does that observation refer to the programme, or to the examination questions?—To the programme, with regard especially to science and mathematical teaching; that the memory is overloaded, at the cost of thought and judgment.

10897. I wish you would develop that answer: kindly take any one mathematical subject, and show me how you consider the memory is overloaded?—Well, for instance, take Euclid. I suppose it will be admitted that our object, in teaching Euclid, is to train the boy's mind in a logical sequence and clearness of thought. It is not necessary that, in twenty years' time, the boy should be able to remember and reproduce any given proposition; that is not the object in view in teaching him Euclid, but to train him in logical habits of thought; and for that reason, I think that boys should be encouraged to do a good deal in the way of discovering for themselves the solution of simple exercises and deductions from the propositions. I think that might be done even in the Preparatory Grade; but I cannot help thinking that boys of that age are not able to grapple with the two books of Euclid that are set in the Preparatory Grade programme, and it would be better to set only a portion of the First Book.

10898. At what age do you consider an average boy might enter in the Preparatory Grade?—I think coming up to twelve years, and a little over it. I would give them, say, thirty propositions out of the First Book, with a good many simple exercises depending upon them. I think such a paper would have a higher educational value.

10899. Instead of having two books of Euclid, you would have about thirty propositions taken from the First Book, and you would allow a greater number of marks for easy deductions?—Yes; and the same remark would apply to the Euclid paper in the other grades.

10900. Do the same observations apply to the other subjects of the programme; would you have a smaller amount of prescribed work in the classics?—I think so; in Latin, French, and English literature.

10901. Take Latin—what do you object to in the Latin programme; for instance, take the Senior Grade programme—the Senior Grade programme for this year includes Sallust's Jugurtha and one book of Horace's Odes, and the Art of Poetry—surely there is not too much in that?—Well, it depends on whether Latin is made a speciality, or looked upon as a secondary subject. If it is made the first aim of the school I do not think it is too much.

10902. Do you think it should be taken up at all, if it is not made the first, or one of the first, aims of a school?—Well, the teaching of Latin requires a great deal of time in order that a student may get any great good from it; and it seems to me to stand in the way of other subjects which, in the case of a great many of the boys, are more necessary and more useful.

10903. Would it not, then, in your opinion, be better, in the case of such boys, to omit Latin altogether, and take up those other subjects?—Yes; we did that some years ago.

10904. I suppose the result of that was that you got less results fees than other schools received?—Yes.

10905. Have you reason to believe that the result of that is that, in the case of many schools in the country, Latin is taken up, not for itself, but for the sake of the results fees?—I do not know. It may be so.

10906. With regard to science, have you any observations to make?—I feel strongly that all the courses of science should be based upon experiment and concrete observation.

10907. Practical work?—Practical work.

10908. Have you a laboratory in your school?—We have.

10909. And the boys are taught in the laboratory?—Yes. They also have practical lectures.

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10910. I see you mention its "effect on teachers' ideals." I do not understand what you mean by that?—Well, perhaps, in the way I used the expression I did not explain my meaning clearly. I meant to refer especially to the teaching of Euclid, that a teacher sets before him the ideal of making the boy take a delight in his work, and that it is not possible, under the present programme, to do that.

10911. The next matter, I think, you have referred to already—"suggestions as to inspections"?—Yes, I have referred to that.

10912. I want to ask you who exactly are the committee under whom your school is conducted. I suppose they are members of the Society of Friends?—Yes.

10913. How many gentlemen constitute the committee?—Nineteen. There are some lady members also.

10914. There are nineteen members in the committee?—Yes.

10915. Have they more schools than this one of which you are headmaster?—Not under their management.

10916. May we take it that the evidence you have given represents the opinions of the committee?—Yes, broadly speaking.

10917. In reference to the subject of examination—the objections to examination—does your evidence represent the view of the committee?—Yes.

10918. Dr. BARKLEY.—Is your school a girls' school as well as a boys' school?—We have a few girls.

10919. CHAIRMAN.—Is there anything else that you wish to mention?—There is one point I would like to speak of in reference to the practical working of the school. It is that at the end of the first half year, at Christmas, a number of the boys usually leave the school, and they are, of course, boys from the upper part of the school—the first and second classes—and the new boys who come in are naturally put into the lower classes, and there is a danger of crowding the lower part of the school at Christmas, and leaving the upper part very small, it being impossible to change a boy from one grade to another in the middle of the year's work.

10920. How could we obviate the difficulty about that? Can you suggest any change in our system which would prevent that inconvenience?—If the inspection system came in that would be avoided.

10921. Do you wish to call attention to any other matter?—I just wanted briefly to touch on the subject of manual training. We have made a special feature of encouraging boys, in their leisure time, to do a good deal of manual work, and I think it would be well if the Board could foster such occupations in schools for children, if it was nothing more than wood-carving and simple work of that sort. There is a reciprocal cultivation of the brain and hand gained by it,

10922. A co-ordination of them?—Yes, which is not got in any other way.

10923. Have you studied the system of hand and eye training?—I have had a good deal to do with it.

10924. Have you read the Report of the "Manual Instruction Commission"?—No.

10925. They recommend that it should be carried out in all the National schools—would you like to see it introduced in all the grades in the Intermediate schools?—I would.

10926. Have you yourself had experience of its educational value?—Yes.

10927. I believe it is admitted now by almost all educationists?—I believe so.

10928. The Most Rev. Dr. WALSH.—Have you seen Mr. Struthers' very valuable report on all this matter; it was published as a Parliamentary paper?—No; I do not remember to have seen it.

10929. Mr. Justice MADDEN.—You mentioned that you omitted the teaching of Latin in your school for some time—when was that?—When we took up the Intermediate system first of all, four years ago, we began with the Commercial course and dropped Latin.

10930. Do you teach Latin in the school now?—We do; but only to a moderate degree.

10931. Do you teach Greek?—No.

10932. I see by the report which I have before me that you had 33 students on the roll of your school last year: I think you said it has increased now to 48?—Yes.

10933. How many went in for the Intermediate examinations last year; I see that two passed and in the Preparatory Grade only?—I think about 20.

10934. Rev. Dr. TODD MARTIN.—Do you take the languages, or the science teaching?—Do you mean personally?

10935. Yes?—At present I teach French.

10936. You do not teach classics?—No, not myself.

10937. How many hours a week do you work the boys?—Forty-two hours a week.

10938. Do you find that gives you adequate time to cover the Intermediate course?—Well, we find it extremely difficult, in some subjects, to get through in the time, limiting ourselves to that time-table.

10939. With regard to inspection, do you propose that the Inspector, when he visits a boarding school, should report on the boarding accommodation, as well as on the teaching in the day school?—Yes.

10940. You would have the dormitories and the dietary inspected?—Certainly.

10941. I suppose you know that has been objected to by some head masters?—Yes; I understand so.

10942. With regard to manual teaching, have you yourself introduced those practical lessons in the training of the hand and eye in your school?—It has been a feature of the school, more or less, for a long time; but of late years it has been developed a good deal more.

10943. You have found it very beneficial?—Certainly.

10944. Are you acquainted with the opinions of the members of the Society of Friends generally (I do not mean merely of your Committee, but of the Society generally) on the subject of the Intermediate system? I am, to a pretty large extent.

10945. What is their view?—I think, broadly speaking, they feel that it has done a great deal to raise the standard of education throughout the country. Schools are very different now from what they were before the system came into operation; but I think a very great number of the Society of Friends would agree with me in what I have said this afternoon.

10946. In what respect?—In wishing for a change as regards the examination system.

10947. That is, to remove the examination system, and to substitute inspection?—Yes.

10948. Have you worked out that view, in reference to the awarding of exhibitions?—I have not thought much about that part of it.

10949. I suppose your Society does not take special note of the competition?—No.

10950. Dr. BARKLEY.—Have you had experience in sending up pupils in grades higher than the Preparatory Grade?—Yes; in the Junior and Middle Grades.

10951. You have sent up pupils for those grades?—Yes.

10952. Were those selected pupils, or were they, to a great extent, the entire of the classes working in those subjects?—In the first year, four years ago, we practically did select them. I think in the next year we sent pretty nearly the whole of the classes.

10953. No doubt it would be your interest that as many of the class as possible should pass the examination?—Certainly.

10954. And thus there would be no danger of the pupils that were entered for the examination being neglected?—No.

10955. When you referred to pupils being neglected, you referred to pupils who had no chance of passing the examination?—Yes.

10956. You spoke of the brightness of the pupils, and the enjoyment of childhood, being taken away in consequence of the Intermediate system, does that apply to all pupils, or only to the Junior Grades?—To all, as far as my observation goes.

10957. Even those going up for the Middle and Senior examinations?—Well, perhaps not so much as regards the older boys.

10958. One of the suggestions that have been put before us is that if the examinations are continued, the Preparatory Grade should be abandoned altogether, or that it should be a non-competitive examination?—I would like to see the Preparatory Grade abolished.

10959. I have been told by some people I know, who have gone through the system, that when they came from a country village to Belfast to be examined, they looked upon it as really a holiday, and did not feel any great pressure in presenting themselves for examination for several days in succession?—I do not think the actual examination, when it comes on, is so severe a pressure on the children at all; I think it is the looking forward to it, and the preparation for it.

10960. It is the pressure in the school, preparing for the examination, that tells on the children?—Yes.

10961. Rev. Dr. TODD MARTIN.—The pressure in the school is so heavy, that when the examination comes, it is a relief?—Yes; it tends to relieve the pressure.

10962. Most Rev. Dr. WALSH.—You have a laboratory in your school?—Yes.

10963. How much did it cost?—£150.

10964. What branches of work are carried on in it?—Mostly chemical work and some physical.

10965. You have working benches for the students, I suppose?—Yes.

10966. Do you find that it costs much to keep it up?—Not much. Of course, there is a certain amount of depreciation, and wear and tear.

10967. That is but trifling, I suppose?—Yes.

10968. You made a suggestion that elementary science should be introduced in the Preparatory Grade?—Yes.

10969. With reference to the boarding department of a school being inspected, I wish to direct your attention to an inconvenience that might result—I suppose you consider that a portion of the grant paid to a school should depend upon the character of the inspector's report?—Certainly.

10970. There would be little use in having an inspection, unless it had some result of that sort?—Yes.

10971. Does it not seem obvious that if you had inspection of dormitories and matters of that kind in a boarding school, with penal consequences depending on the result of such inspection, you would put boarding schools at a disadvantage, as compared with day schools?—Yes; I quite see that point.

10972. Probably that would be a reason for confining the inspection to the portion of the school that was common to all schools—the educational, as distinct from the residential?—Certainly. At the same time I do not see why there should not be a department that would take cognisance of such things.

10973. Is yours a boarding school?—It is a mixed boarding and day school.

The Witness withdrew.

The Commission adjourned until the following morning.

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TWENTY-SECOND DAY, FRIDAY, FEBRUARY 17TH, 1899.

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

Dr. ATTHILL, Royal College of Physicians, and Sir WILLIAM THOMSON, Royal College of Surgeons, examined.

Dr. Atthill and Sir William Thomson.

10974. CHAIRMAN.—Dr. Atthill, I believe you have been deputed to represent the Royal College of Physicians of Ireland before this inquiry?—(Dr. *Atthill*)—Yes, that is so.

10975. And, Sir William Thomson, you represent the Royal College of Surgeons?—(Sir *William Thomson*)—Yes.

10976. Would you wish that I should ask you questions separately, or together? Perhaps I had better ask Dr. Atthill first. I understand, Dr. Atthill, from the paper that you have sent in that you desire that certain alterations shall be made in our rules, with a view to facilitating the examination of students that are about entering the profession of medicine or physic?—(Dr. *Atthill*)—Yes.

10977. What are the alterations that you would suggest? I would like you to take them one by one so that we may consider them in a practical sense?—I think that, as far as my own opinion is concerned, there would need to be almost an absolutely separate examination. I do not understand how your present rules could be so modified as to completely suit us. I do not say that it could not be done, but I am not able to point out how it could be done. What we require is an examination of a standard required by the General Medical Council in general education, to be held at not less than, probably, three times in the year, and with no limitations of age. Candidates join at all ages from 16 years up to—well, I have known one of 40, and this limitation of age puts a stop at once to a number of candidates. Another thing with respect to age. We are very unwilling to encourage junior candidates. A young man passes your Intermediate examination in the Junior Grade—I think 16 is the maximum age. That is earlier than we wish; certainly it is the very earliest. And if a young man fails, he has either to go in for a considerably higher grade than he wishes to do, or he is debarred altogether from your examination. Again, if he is rejected at an examination, he has no chance for twelve months, and he is then past your age altogether, and not only that, he loses a year of medical study, which, if he is at all advanced in age more than 16 or 17, is a very serious matter to him.

10978. That is, there are four matters now in respect of which you require alteration in our rules, as far as I can see. There are two of those that possibly would not present any difficulty. For instance, in reference to an examination not competitive, there would be no difficulty, probably, in arranging that; and no limitation of age—I think that that is probably a matter that could be got easily over if the College of Physicians and the College of Surgeons would send us lists of their candidates. Of course, we could not have an examination for every person of that age. But we come now to two other matters, which would require a good deal more consideration. Is there any difference in the standard required by the General Medical Council and our Board?—I do not think there is much difference between their standard and your standard—the Junior standard in the Intermediate. I am not quite sufficiently familiar with your curriculum, but the subjects of the examination which the General Medical Council require are English, which includes dictation, spelling and writing, then Latin, generally three books of Virgil; mathematics, including arithmetic, algebra and geometry, as far as the third book of Euclid; and, then, one optional subject, Greek, French, German, Italian, or any other modern language, but that "any other modern language" we object to, because we find that gentlemen come in with a modern language, such as Welsh; a Welshman comes in with Welsh as a modern language, which he has learnt as a child, and, therefore, it is no proof of what we wish; therefore, I think that that should be knocked out. (Sir *William Thomson*)—That has been done. (Dr. *Atthill*)—That has been struck out.

10979. Then, it is "any other modern language not being Welsh"?—We want either French, German, Italian, or Greek. Frequency of examinations is a very important matter with us.

10980. I will come to that, because that is the real difficulty. I want to get rid of the other points first. Now, as far as the subjects that you have now mentioned are concerned, there will be no difficulty, because we have examinations in French, German, Italian, and Greek, and your students could choose which of those they wished, and you yourselves would be able to select as to the standard of difficulty that they should go in for, whether in the Preparatory, or in the Junior, or in the Middle or in the Senior Grade. So that there would be no difficulty as far as that is concerned. Neither would there be any difficulty in regard to mathematics; exactly the same words would apply. In reference to English, the only difficulty I see is in regard to dictation, because at present we have not got a *viva voce* examination, and there is a great deal of difficulty in having a *viva voce* examination as part of the general examination for all the students, but with that difference spelling could be attended to, and writing could be taken into consideration. If you thought that our standard in a particular grade was rather low, you could insist that they should get a higher number of marks; for instance, that they should

get fifty marks, instead of the twenty-five that we prescribe at present. So that I do not think there would be any difficulty in adjusting the standard, and no difficulty in regard to what you have stated now, with the exception of the single matter of dictation?—Pardon me, for one moment, but the reason why we wish for dictation is, that if you do not read dictation, a man chooses which words he will spell; you have not a sufficient test of spelling unless you have dictation. The Army and Navy, the Public Service—they lay great stress upon spelling, and they now make a return to us every year of the men who are deficient in this point, and it is one of the things, I need not tell you, that certainly Irish students are exceedingly deficient in.

10981. I do not know that they are more deficient in it than are English students, but I am entirely of your view, that it is a most important matter, and I myself am very anxious that there should be dictation. I am very anxious to have a *viva voce* examination in every subject for every candidate, but it is not everything that we wish for that we shall be able to get, and, I think, that for the present, to examine *viva voce* every pass candidate will be absolutely out of the question. But, perhaps, if everything else were made so as to suit you, you might have some test of dictation yourselves; I mean that you could avail yourselves of our certificates, as far as they go; but that brings me to the main difficulty?—Before we go to that there is the question of the standard that I would like to press upon you. In England, there are four bodies, and in Scotland, there are four educational bodies—and in Scotland, particularly, they have special examinations under the Educational Institute for medical students. Now, if the standard of your body is not approximate to theirs, if it is at all higher, it will drive Irish medical students to Scotland.

10982. But can you not fix your own standard?—Will you allow us to do that?

10983. I mean, you have got four different grades with us?—Yes.

10984. I think that we would allow you to fix an examination in any grade that you wished, irrespective of age, to pick out the particular subjects that you required examination in, to fix the number of marks that you would require in order to get a certificate; in that way, it seems to me, that with a conference between the two bodies, there would be very little difficulty, if everything else could be arranged, in arriving at a standard?—(Sir *William Thomson*)—May I point out that at the present moment, the General Medical Council does accept your Junior certificate, as it stands, or anything above it; therefore, there is no question, really, as between the General Medical Council, or ourselves and your standard. The only question is as to the possibility of your providing for us another examination.

10985. That is the real difficulty. Now, the broad point about that is that our Act of Parliament contemplates only one examination in the year?—Yes.

10986. In fact, it says it expressly. Very well. With all the economy that we can resort to, that general examination costs about £14,000. It would be contrary to our Act of Parliament to have an examination for one special profession, or for one special class. You see at once the difficulty that is interposed. But could you not manage to avail yourselves of our one examination if, say, they could go in six months earlier?—I will point out to your lordship the difficulty about that. The objection, I may tell you at once, to our examination as we conduct it, is that it is conducted by a licensing body. The General Medical Council objects to that, and all other licensing bodies have given up that examination. We are in the position that we cannot give it up, because there is no examination in the country which will suit our candidates. We hold an examination at the end of March, and at the end of September—at the end of March, because it is just at the opening of the medical summer session, and at the end of September for the ordinary winter session. Now, you see, you only hold an examination once a year, which is in June. If the candidate is shut up to that examination, he must be limited by the age of 15 for the Junior——

10987. I think you may assume that the objection as regards the limits of age could be obviated for special reasons?—Then, I will not discuss the age question. But the student goes in in June, and if he is rejected in June, he cannot go in again for another year. The result is that you penalise him by this examination in such a way that no university, or other examining body in the country, would penalise a student. Therefore we, as a joint body, insist that we must adhere to our examination as it stands, until we can make some arrangement, which will take the place of what we now have, and, therefore, we have come to you. We know that you are shut up to the one examination at present, but we thought that possibly, if there was any legislation hereafter, some arrangement might be made by which you would provide an examination for us for the candidates for a public profession. You see we cannot go to the universities; at least, we cannot go to the University of Dublin, because a student there has to pay fifteen guineas at once, or £15, and appear on the books. That is prohibitory for a student, who merely wants to matriculate. And, in the same way, at the Royal University, the examination does not suit the students outside the Royal University—we accept it, of course; any man who passes there and comes to us is accepted, but in the same way it is——

10988. Mr. Justice MADDEN.—Is the payment of fifteen guineas the only difficulty in the way of accepting the entrance at Dublin University?—(Dr. *Atthill*)—Oh, no; it is a temptation to a student to go to the University to take his degree, instead of coming to our college.

10989. That condition has been relaxed in certain cases recently—within the last few days?—(Sir *William Thomson*)—Only in honours cases, I think.

10990. I asked the question to see whether that was the only difficulty in the way?—(Dr. *Atthill*)—I am not expressing my own opinion, but our colleges would object to it, because if a man becomes an undergraduate of either of the universities, it is a temptation for him to go on and take his degree there. May I say one word with respect to cost. I do not know what the conditions in your Act of Parliament are, but our examinations are self-supporting; we charge a fee of two guineas, and that covers all expenses. If there was future legislation, would it not be possible for you to charge a higher fee for this special examination? Pardon me for one other word. I think you said something about a "special" class.

10991. CHAIRMAN.—I only meant by the Act of Parliament at present?—This examination I should look forward to as not being for a special class. A great many bodies require a certificate in preliminary education, such as banks, and other public offices. If such a non-competitive examination was held, why should not a number of other bodies, say the Bank of Ireland, for example, take that certificate instead of holding a special examination of their own from time to time?

10992. Would you contemplate the examination being held all over Ireland, or would you contemplate it being held in Dublin only?—I would like it to be held in three places—Belfast, Cork, and Dublin, but Dublin would do. Now, for instance, in Edinburgh, if you will pardon me for a moment, the examination held under the Educational Institute

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of Scotland for medical students, is held three times a year—in April, July, and September.

10993. Most Rev. Dr. WALSH.—Where is it held?—I think it is held only in Edinburgh.

10994. Your present examinations are held only in Dublin, I believe?—Yes, only in Dublin. I see that this examination under the Educational Institute in Scotland is held in Edinburgh and Glasgow.

10995. O'CONOR DON.—Is it self-supporting?—I should think so; they have no public funds. In the same way in England, these University Locals are held in an enormous number of centres, and the College of Preceptors hold a number of examinations. Here they are only held in Dublin, and, of course, it is much easier for the people in the North of Ireland to go to Glasgow than to Dublin, it is certainly cheaper, and we are placed at an enormous disadvantage, and our students are driven to Scotland, or, at least, enticed to Scotland by these advantages, which are denied to us in Ireland.

10996. CHAIRMAN.—You do not recognise the Scotch examination?—Oh, yes, we do. They take that examination, and then they join the medical school there. It is a very serious disadvantage to Irish students, not only for medicine, but also to those gentlemen wishing to go into other public institutions, which require a certificate in general education, when it is unattainable in Ireland, or almost unattainable.

10997. O'CONOR DON.—This examination would be absolutely non-competitive?—We did not contemplate that, but we do not want to prevent these gentlemen taking honours in anything.

10998. CHAIRMAN.—Oh, they would go in at the ordinary examination for that, if examinations were held at other times in the year. As I understand, what you want is a qualifying examination?—A qualifying examination, yes. (Sir *William Thomson*)—That is all. (Dr. *Atthill*)—If they deserved a certificate of honour, you could give it them.

10999. Mr. Justice MADDEN.—If we had power to hold a second examination in Dublin, it would meet the exigencies of the case?—It would go a long way towards it. It would be a great advantage to Ireland if there was an examination held in Belfast, and, probably, in Cork, but certainly in Belfast. It is very hard on a student if he comes to Dublin and fails, and has to go back home for a year, considering the expense.

11000. CHAIRMAN.—If that examination could be made suitable for other professions, such as the solicitors' profession, where I know there is a sort of entrance examination—in fact, something that would correspond to the "leaving" examination in Scotland——?—That is what the majority of Scottish bodies take, for instance, very largely, but there is nothing of that kind here. I am not sure of the sufficiency of that.

11001. Probably you would not consider it a sufficient test; I mean, the standard seems to be very low?—I think the standard is very low.

11002. As far as the standard is concerned, there is no difficulty in that. That is a matter that could be settled between your bodies and us?—We wish to be as high as any body, and higher than some, but if the standard is raised very high, it puts an end to our students coming here at all.

11003. Mr. Justice MADDEN.—It seems to me that the only practical difficulty in the way is the circumstance that we are bound by legislation to a single examination in each year?—That, I suppose, if you go to Parliament, could be very easily altered; it would hardly be a contested matter.

11004. CHAIRMAN.—I think it would be a useful thing, in order to enable us to consider this carefully, if we had a statement from each of your bodies, from the Royal College of Physicians, and from the Royal College of Surgeons, showing the average number of candidates that present themselves for examination in each year, the locality from which they come; I mean, whether Dublin, Belfast, or Cork; and the subjects in which you would wish that they were examined. And, perhaps, you would send us a copy of your present examination papers, so that we would be able to test the standard that you would like to apply to them, and tell us the number of marks upon which you consider they ought to pass, and then that will enable us to consider it calmly. But I do not see any difficulty at present, except the one that has been suggested about the time, and that is a difficulty arising from the Act of Parliament, but as you charge a fee of two guineas upon your examination, and the average expense of our examination is 30*s*., I think that, possibly, it might be very easily managed?—We have only four examiners, and the fees are quite sufficient to cover all our expenditure completely. Of course, we only hold it here in Dublin.

11005. It would be made a condition when we were appointing an examiner for our general examination, that he also should conduct this examination, and probably in that way it would be done at a less cost than if you employed him merely for the small examination?—Perhaps you will permit me to leave with you this Calendar of the Educational Institute of Scotland?

11006. I think we are all very anxious to hear everything you have to say. Our object is to hear your views clearly and fully, in order that we may comply with them as far as possible?—(Sir *William Thomson*)—We shall have that return made, and submitted to you.

11007. Is there anything more that you would wish to mention?—(Dr. *Atthill*)—No, except that I would impress again the fact that I should hope that if this examination were instituted, it would include many more students than merely medical students.

11008. I think it would be arranged so that it would include solicitors—I mean, solicitors' apprentices?—I think that the Clearing House, but I am not sure, and a number of other bodies require a certificate of some proof of education.

11009. Most Rev. Dr. WALSH.—Could we have the regulations of the General Medical Council also?—Certainly, I think I have them here. We will send them to you.

11010. There is another point; I do not know whether either of you has considered it. There was a regulation I heard complained of some time ago, requiring medical students to go through a five years' course instead of a four years' course, and I heard it stated that Ireland is at a disadvantage in that respect as compared with England and Scotland. I believe that in England and Scotland a number of Intermediate schools are recognised as giving a satisfactory course in physics, botany, chemistry, and zoology, but nothing of the sort exists in Ireland?—(Sir *William Thomson*)—That is true. The matter was brought before the General Medical Council by Sir Philip Smyly, Dr. Atthill, and myself, last session. The only sinner in the case was the College of Surgeons, in London, and the College of Physicians, which, I showed at the time, had entirely departed from the rules of the General Medical Council, and from the spirit of its legislation for some years back. What they had done was this; they had allowed in certain grammar schools in England the first year in medicine to be taken; that first year of medicine included physics, botany, zoology, and chemistry. They allowed the pupil to continue in the grammar school, having registered, say, at the beginning in October; he finished his year in the grammar school as a general student, he also took up these four subjects, and then, on leaving the grammar school, he went to a medical school, and then only had four years to put in.

11011. Whereas, in Ireland, every student had to put in five years?—Yes.

11012. CHAIRMAN.—They utilised that as one year?—They utilised that as one year. I pointed out that it was a gross breach of the whole rule, and not only of the rules, but of the spirit.

11013. Most Rev. Dr. WALSH.—Is that likely to be given up?—It is. As a matter of fact, it has been given up. Within the last week, the Council of those two colleges have met, and on the consideration of the whole question, they have recommended that they should revert to the original rule.

11014. So that the inequality no longer exists?—So that the inequality no longer exists. I may say that the question was referred to the Education Committee to report at the session in May, and if the matter had been permitted with regard to the English Colleges of course it would have had to be permitted with regard to Scotland and Ireland. They have done this without any notice whatever.

11015. At least, it ought to be permitted in Ireland, if it was permitted in England?—Oh, it would be. (Dr. *Atthill*)—Touching that question, I may say, which has been raised here, about the fact that there is no teaching of chemistry or physics in Irish schools, we medical men are most desirous that those subjects should be taught in Irish schools.

11016. You desire, of course, that they should be taught in a practical way?—In a practical way, yes.

11017. CHAIRMAN.—And that there should be a practical examination in the laboratory?—Exactly so. If young men at school are taught this, they come to the study of the medical papers in a very advanced stage, which would be very important to them.

11018. Most Rev. Dr. WALSH.—According to our programme, botany can be taken up only by girls; you do not approve of that, I presume?—No.

11019. CHAIRMAN.—The reason why we allow botany to be taken up only by young ladies is this, that at present we can have no practical examination in botany?—Yes.

11020. I wish to ask you a question with regard to chemistry. You are aware that the marks that a student obtains with us are all taken into consideration in determining whether he gets an exhibition or not?—Yes.

11021. And you are aware that getting an exhibition is the first object with all our most brilliant students?—Yes.

11022. Do you think that we ought, if possible, to make arrangements of such a character that the results of a practical examination in chemistry at all the schools should not only assist a boy in passing the examination, but that they should be taken into account in determining his right to an exhibition?—I should certainly think that they should be.

11023. It would be very difficult to make them pay real attention to the practical part of chemistry, unless the result of that teaching were to be taken into account in awarding the exhibitions?—I think it would be a very proper thing to do.

11024. What is your view, may I ask, Sir William?—(Sir *William Thomson*)—I do not know how it could be carried out in practice.

11025. I will tell you how I think it should be carried out in practice: I do not know whether it could be, but the idea originated with Lord Justice FitzGibbon. When all these students are examined on paper, and when their papers are examined, take those that have obtained a high percentage upon that examination, say sixty per cent., and call up those to four different centres, say, the centres where the three Queen's Colleges are, and Dublin, where you have the Royal University, and subject each of them there to a practical examination. They would be very few, and the numbers that reside outside Dublin, Belfast, Cork, and Galway, would not be very many; the percentage of those that would obtain such high marks in chemistry would be very much less indeed. I rather think it would be worth while to give that a trial?—I think it might be done in that way. Of course, we in our profession lay the greatest possible stress upon the practical part in every department; we do not pay so much attention, of course, to mere theoretical knowledge as a proof, but it must be supplemented by actual practical knowledge.

11026. You are aware that in the Royal University they are examined in a practical way in chemistry?—Oh, yes. (Dr. *Atthill*)—I only gave the answer on the principle, not on the way in which it should be carried out.

CHAIRMAN.—I am glad to have your opinion on the principle, as well as on the mode of carrying it out.

11027. Dr. BARKLEY.—I have only one question to ask, Dr. Atthill. You told us that the Educational Institute in Scotland held three examinations in the year?—Yes.

11028. Have you any information as to any of those bodies in England, or the other bodies in Scotland, having more than one examination?—I do not know; I did not make any inquiries. I know that the College of Preceptors have two or three. But, I believe, the Educational Institute is somewhat analogous to your body.

The witnesses withdrew.

Mr. HUGH A. M'NEILL, B.A., Classical Tutor, University College, Dublin, examined.

11029. CHAIRMAN.—Mr. M'Neill, you are classical tutor in the University College in Dublin?—Yes.

11030. And I believe that you have been deputed to attend here on behalf of the Dominican Nuns of Eccles-street, Sion Hill, and St. Mary's University College?—Yes.

11031. And to state to us their views in reference to alterations that they suggest in our rules?—Yes.

11032. The first matter I have upon your memorandum is that the present age limits operate unfavourably. Will you kindly develop that?—These ladies in these three different houses all agree in stating as their experience that a large number of girls from the provinces come to them for education at too late an age to be prepared with advantage for your Preparatory and Junior Grades, and that in order to bring these girls within the Intermediate classes, they would have to introduce some of them into the Junior Grade, for which they were not fit, and some of them into the Middle Grade or the Senior Grade, for which they were not fit, and that, consequently, they have to make special provision for these girls.

11033. They would wish that we made some alteration in our limits of age? Yes.

11034. Can you tell me what alteration they suggest?—They recommend either two years' extension of the age limit, or else an indefinite age limit.

11035. Most Rev. Dr. WALSH.—An indefinite extension of the present limit?—Yes, an indefinite extension of the age limit.

11036. CHAIRMAN.—Would they be satisfied by a two years' extension, which has been advocated by a good number of witnesses here?—They suggested that at first, two years' extension of the present one year.

11037. Two years' extension of the present one year; that is three years' extension over the competition limits?—Yes.

11038. I suppose they do not suggest any extension of the competition limits?—Oh, none. That

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will appear in another shape on the subject of the Preparatory Grade.

11039. Very well?—They remark that girls who do not, for one reason or another, present themselves for the examination, appear not to take the same amount of interest in their work as the girls that do enter.

11040. In other words, they wish to be free to arrange their classes otherwise than as regards age?—Yes; they think that it is a great disadvantage that girls should not be graded according to their proficiency.

11041. The next point is that there are many subjects of girls' education that are not recognised by the Board?—Yes. On the question of religious knowledge, they do not wish to submit any opinion to the Board; they have never attempted to accommodate their whole course of teaching to the requirements of this Board, and there are a number of subjects which they have to make provision for themselves; they do not feel it to be any particular grievance that religious knowledge does not come under the Board.

11042. The next matter to which they call attention is music, vocal and instrumental. That, in their view, is an important matter, I suppose?—Yes. They say that the Board make no provision at present for testing instrumental music. They do not feel so strongly on the subject of vocal music. Consequently, they submit, at a very considerable expense, their girls to examination by different bodies, chiefly, by two English bodies, the fees for which are pretty high.

11043. Can you tell me the names of those English bodies?—I can. The Associated Board of Musicians in London sends over examiners to Ireland, the expense of which has to be met by fees.

11044. Do you know how much those fees are?—The fees are one guinea for the first subject, and half-a-guinea for each additional subject, each instrument counting as a subject.

11045. O'Conor Don.—For each individual pupil?—Yes, for each individual pupil.

11046. Chairman.—You said there was a second body?—The Incorporated Society of London.

11047. Are they ever examined by the Irish Academy of Music?—They were examined for two years in one of their convents by the Irish Academy of Music, but they dropped that; they did not think the provisions quite satisfactory.

11048. Would they desire that we should obtain power to act in our examination upon the certificates of one of these bodies, as to instrumental music?—Oh, no.

11049. What would they suggest?—They suggest that the Board should adopt the necessary measures to test instrumental music themselves, so that all their students, a large number of whom go in for the Intermediate examination, who desired to go in for music, could take that as part of their ordinary Intermediate programme.

11050. In the way that I suggest, could they not take it as part of their Intermediate course, except that it would be tested by the skilled examiners of this Society, if we accepted the certificate of their Society, as if it were the award of our own examiners, and paid results fees upon it, and took it into account in the awarding of exhibitions?—Upon that question I have got no instructions at all.

11051. The next matter upon the paper is elocution, and the rational teaching of languages in general?—Yes. They complain that there is a tendency among their girls, which has become more marked as the system has proceeded, to neglect elocution, and to neglect pronunciation to the same extent. They make special provision for that, but girls, when they get seized with this competition fever, pay very little attention to those points; they are inclined to be listless with regard to subjects which do not come under that examination. It entails a great deal more trouble, and a great deal more labour on the part of the teachers to direct girls' attention to subjects not provided for in your course.

11052. Do the Institute make any suggestion to us as to what the remedy for that evil would be?—They do. They recommend that you should adopt a method of inspection.

11053. Have they considered to what extent that inspection should extend?—They think that the inspection should not go so far as an individual *viva voce* examination of students—that is, for the purpose of competition; that any *viva voce* examination of students that takes place should be only for the purpose of supplementing the inspector's judgment as to the character of the work that went on. They find by experience that in such matters as they have to submit to *viva voce* examination in, the results of the *viva voce* examination do not represent fairly the comparative merits of the pupils, and they do not value it as a comparative test of the merit of any pupil.

11054. That is, inspection should not be taken into account in competition. Very well. Did they consider what would be the result—what power the Board should have in the event of matters appearing at the inspection to be very unsatisfactory?—They think that the payments made by the Board in the shape of results should depend on the character of the report.

11055. That they should depend entirely upon it, or only in part?—Should depend upon it only in part. I might say that the papers sent in by these ladies to the Commission will be found on page 208 of the appendix to the Report, and that question is touched on there. The exact words of their statement given to me to give in evidence before the Commission on the subject, are these—I see they are not stated in the paper.

11056. Will you kindly state them?—That results fees should depend on the public examination of students (written), but calculated at a rate, varying with the character of the inspectors' report on the efficiency of the teaching.

11057. That is quite clear. Do you wish to add anything on their part on this subject? Have they given you any further instructions?—They have given me instructions to say that they can foresee disadvantages from the introduction of inspection. They have considered this carefully, and there are some disadvantages, which they would like to put before the Board. They, at present, submit to inspection in one of these schools, I think—from the Science and Art Department, and an inspection such as the Science and Art Department carry out would not be objectionable, but they feel that, having become familiar with the present system, any change should be worked very gradually, and that one point upon which the Science and Art Department are very rigorous, should not be insisted upon by this Board, and that is, that they should be at liberty to change their hours of instruction, which they cannot do at present without direct communication with that Department. That is the chief difficulty that arises in their experience in connection with South Kensington.

11058. I do not think that that is a difficulty that would arise under our system?—They desired me to say also, that they do not wish to associate themselves with any indiscriminate or unreasonable objection against inspection on principle, as they see that many of the present disadvantages cannot be met by written examination. One of the present disadvantages that they feel, irrespective of the fact that they have to pay special attention to matters not recognised by the Board, is that they feel that there must be a temptation in schools to neglect these matters, and that the Board, by the

present system, set a premium, or invite teachers, to neglect these matters. They say also that inspection might recognise the good teaching of those pupils —and they form a very large number of the pupils in their school—who, for one reason or another, are not able to present for the written examination, and, stronger still, are not able to pass it, for they say that the weaker candidates require very much more careful and more patient teaching than the more brilliant candidates, and that your system gives them no recognition at all for that.

11059. Are they of opinion that fees in some shape should be paid for the better class of candidates in the event of the inspector reporting favourably upon the methods of teaching adopted in the school: have they considered that?—They have not directed me to say anything to the Commission on the subject of results fees for the younger candidates, but they did on the question of over-age candidates, and that is, they say that their recommendation with regard to over-age candidates has no reference at all to the question of results fees, and that in the interest of these girls, this should be introduced quite irrespective of the fact that the Board might not think fit to give results fees to advanced candidates, but still a more fitting provision should be made for them than has been done.

11060. In other words, what seemed to interest them was not any consideration of money, but matters that they considered best in the interests of true education?—Decidedly. It would be well, and only proper, to point out to this Commission, that from the selfish point of view, they are quite satisfied with the present system. I am not instructed to state officially a list of their successes. You heard Miss White's opinion upon what they were, and also Mr. Preston's —that they were "the highest type of teaching that we have;" but I may point out that under your Board, one of these colleges, since it was instituted —St. Mary's—has satisfied the severest test that you can impose under your present system; there is no year, except one, in which they had no Senior candidates sent up, in which one of their candidates was not either first, second, or third in the Senior Grade, which is your severest test. Within the last three years, in that same test, you will find that in mathematics in the Senior Grade, two of their candidates have been first; and two of them have been first in classics, of all the candidates sent up in the country. But while they admit that they are able perfectly to satisfy your tests as at present, and those tests put them in a favourable position in the public mind, they are not completely satisfactory in the interests of education. They desired me specially to say that.

11061. The next matter on your paper is that they wish for an alteration in the definition of an Intermediate school?—They say in their answers to the queries, that they attach considerable importance to the Senior Grade, as the test of the highest efficiency of the school, and they think that a school which cannot—they do not say which *does* not, but which *cannot*—which is not equipped to prepare pupils for the Senior Grade, could not be deemed in the *full* sense—I am desired to qualify that—could not be deemed in the full sense an Intermediate school in the opinion of your Board. What they think to be the difference between primary and secondary education might, perhaps, be drawn by considering the subjects taught, not merely to the pupils actually presented for the examination, but to the pupils at large on the rolls of the schools, and they put before this Commission, in a tentative shape, some suggestions of this kind: that no school should be considered an Intermediate girls' school, which does not teach French to four-fifths of the pupils on its rolls, within the ages recognised by your Board. They do not attempt any suggestion at all on the subject of boys' schools.

11062. I believe they have some suggestions to make in reference to pass and honour papers—pass and honour competition?—Pass and honour questions. They think that pass and honour questions should be set at every examination.

11063. And that they should be so distinguished? —That they should be so distinguished. They prefer, on grounds of convenience, that they should be on one paper, but in such a form that the pupils or teachers would be familiar with them. If the Board thought well to send a specimen form of paper some time before the change came into operation, they would be familiar with its form. That is the only objection that they have—that they should be familiar with the form, but the questions should be separate for the two classes of candidates.

11064. Were they aware of an objection to the suggestion of separate papers that was urged by some of the witnesses here, that it would necessitate the dividing of each class into two classes, one of competition students, and the other of pass students?—Yes.

11065. Do they attach any importance to that?— They think that that arises rather on the question of a pass and honour programme, though even without a pass and honour programme, it is often advisable to separate the students, and to make special provision for the pass and for the honour students.

11066. But if there were but one programme, and only two sets of questions, that difficulty would not arise?—Not to the same extent, but they say that to properly provide for the girls there should be separate provision, and they say that it would entail expense on them, but that point they wish to lay no stress upon before the Commission. They say that the difficulty would arise if they consult the special interests of the pupils themselves, as a pass pupil cannot be taught well in the same class as an honour pupil, with precisely the same teaching which is given.

11067. Mr. Justice MADDEN.—That quite irrespective of an examination, they ought not to be taught in the same class?—Quite so, that special provision ought to be made for them.

11068. CHAIRMAN.—Are there any other matters that the Institute of Dominican Nuns have asked you to bring under our notice?—About that question of pass and honour programmes, I think it will appear that they found out certain difficulties which I need not refer to in detail, as they are set out in their evidence. They have found that mathematical papers in recent years were certainly difficult, and the separate treatment of boys and girls was before their mind in that connection. They do not wish to express any opinion as affects the boys' schools, but they say distinctly for themselves that the mathematical papers in recent years, which their girls got, were too difficult. I may observe that they got the two medals in those papers in the highest examination.

11069. Therefore, they are qualified to form an opinion?—But they are too difficult for their weaker girls, and they think that if this standard of difficulty is kept up for the boys, upon which they express no opinion, the Board should arrange an appropriate standard for girls. And on this question of the programmes for girls, probably for convenience, it might be the same in the majority of the subjects, the same reasons might operate, but they object very much to a programme being assigned to girls, simply because it is suitable for boys. They think it might be advisable in the case of mathematics to make a special programme for girls. There was one other point that arose. I do not know whether I should say it in the presence of the representatives of the boys, but the point was, that considering the results of the examinations of the Royal University—the

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later examinations in modern languages, rather—where men and women compete equally, they think it would be advisable in the interest of the boys, not to exact the same standard of modern languages on the programme as they do from the girls.

11070. Now, Mr. M'Neill, you have, I think, been one of our examiners?—I have.

11071. O'Conor Don.—Would it not be as well to finish the views of the Dominican Nuns?—I would respectfully ask you to do that. I heard a witness examined the other day, and I noticed that it was difficult to separate personal opinions from the opinions he was instructed to give. If it would suit the convenience of the Commission, I would prefer that we finished all the opinions that I am instructed by the Nuns to give.

Chairman.—Very well; certainly. I have nothing more to ask you.

Mr. Justice Madden.—The Chief Baron has asked all the questions that occurred to me.

11072. O'Conor Don.—With regard to this second programme that you have just alluded to, are we to understand that they are satisfied with our present programme for girls, both as to subjects, and as to marks attached to the subjects?—They make some suggestions of alterations; they approve of it, except as to the suggestion made in their evidence. Music, they think, should be a subject among the Preparatory girls.

11073. We understand that they recommend that there should be an examination in music of a practical, as well as of a theoretical character?—Yes, and I should have said that they regard it as a hardship on girls who do not pursue the study of Greek and Latin, or of modern languages that they have not that familiarity with the histories of those countries that they formerly had at their own schools, and they think that with advantage a course in history might be introduced for pupils in girls' schools, even though they did not take up the particular language to which that history refers.

11074. Are you speaking there of a modern language?—Both of ancient and of modern languages; they want Grecian and Roman history, and history of European countries.

11075. They think that there should be a separate examination in, we will say, Greek and Roman history, although the girl did not take up Latin or Greek language?—Quite so.

11076. I see. Now, I find this in their written answers, that they have sent in; they say, "Compared with other educational systems in the country, the Intermediate appears to be eminently impartial and satisfactory in its results, therefore, any proposal to substitute examination by inspection for the present written examination could not have our approval"?—Yes.

11077. "Our experience of girls and their teachers leads us to believe that examination by inspectors would fail in its object, as in practice it would not afford a genuine test of the work done during the year"?—Yes.

11078. "Young children, especially, would be easily intimidated by the latter method." I want to ask you, have they in any way modified the opinion that is expressed there?—I think not.

11079. You think not?—No; I saw that statement.

11080. I rather thought from your examination that perhaps they had modified that opinion?—I think not; I think that is their opinion. You will find that their written answers refer to the substitution of inspection for written examination. Their words to me are—perhaps it would be convenient if I give them exactly in the form they give.

11081. Yes?—"On the other hand, we do not wish to associate ourselves with any indiscriminate or unreasonable objection against inspection in principle, as we can see that many of the present disadvantages cannot be met by written examinations. Instrumental music is not, and cannot be, recognised by this Board. The pronunciation of English and languages is, it would appear, discouraged by the present system, although, before this Commission met we had not the faintest notion of many of the abuses which we are now satisfied exist. Unnatural methods of teaching would be repressed, and the result could not fail to be beneficial to the pupils."

11082. I suppose that this unnatural system of teaching modern languages does not exist in their schools?—No. They had not the faintest notion of it, but since this Commission has been sitting, everything has pointed to that. When boys have been sent to the schools for anything, the nuns have invariably asked the boys who are taught French to say some French to them. Only last week one boy was asked to say in French "He is too soon," and his reply was "Ill est tropp tott," but he said, "Oh, mother, say nothing to me; I got over 500 marks in French at the Intermediate."

11083. Dr. Barkley.—He did not mention which grade?—No.

11084. Mr. Justice Madden.—You think it would be only fair to let a boy off easily in modern languages?—Certainly. They had no knowledge of the existence of these abuses before the Commission began.

11085. O'Conor Don.—You mentioned, I think, that they had at one time connection with the Irish Academy of Music examinations, and that they gave it up because they found it unsatisfactory?—Yes, they found it unsatisfactory. The first reason that they gave me, I do not think it would be desirable to produce before the Commission.

11086. What I rather wanted to ascertain was its expense. Was it rather expensive?—There was a separate fee for each subject. As they do not pursue it at present, they have not given me the detailed system. There was a fee for each subject, which I do not think was so expensive as the English licenses which they take at present.

11087. Do they not find that this practical examination in music is a very expensive one?—It is very expensive for them, because they say that these bodies charge all the expense which the examinations cost to the schools; the schools have to pay the entire cost.

11088. But, still, they consider it so desirable that they are willing to undergo this expenditure in order to test the proficiency of their pupils?—Yes. I visited one of their convents last week, and they pointed out to me work that the girls were at besides instrumental music—painting, and so on. They do not want to get provision for those things from the Board, but they want to make it clear that they have not taken the Board's requirements as their standard at any time.

11089. Rev. Dr. Todd Martin.—I understand that the view of these ladies is that payments should be made on the written examination as at present, with the qualification that the schools should be classified, the better schools receiving higher results fees?—They have not given me any statement as to the qualification of the school; they have left the details of that to the Board. The amounts, they think, should vary according to the character of the report. I have not got any more detailed instructions, except there is the one point with regard to the written examination—that the pupils who cannot at present present themselves for it, or who are unable to pass, and who often have been better taught than others, are unrecognised.

11090. Do they ask that provision should be made for those on the inspector's report?—They have not asked it expressly, but they think that as

this is a Board to promote Intermediate education in Ireland, the Board, in their discretion, would probably think fit to do so.

11091. Then, in addition to sums paid on the written examination, there should be a capitation grant on those that do not pass?—They have not made any suggestion to the Board, but they think it reasonable that the Board should make some arrangement in that direction, but they have given me no precise instructions on that.

11092. I want to know the principle on which the Board should go?—I do not know about the principle, but I am sure they will say that my answer is theirs when I say that the Board conducts its proceedings to promote secular Intermediate education in Ireland, and as this is secular Intermediate education, the Board are bound to promote it.

11093. My difficulty is this, in working it out, they approve entirely of the present system of paying on the results of the written examination?—They do.

11094. Common to all schools?—They do.

11095. And they wish that supplemented so as to encourage the teaching of those who do not present and obtain a pass?—And also, as they say, to repress unnatural teaching which goes on.

11096. I want to know how you suggest that that should be worked out?—I have got no instructions from them, but, perhaps, it would be convenient when I state what my own experience as an examiner is, to give an opinion upon that.

11097. Just so. I think they have expressed a very strong opinion in favour of continuing payment by results on the written examination, whatever additions or qualifications may be made?—Not purely. They believe that it is a fair indication of the merits of the pupils, and they think that success in written examinations is an approximate reflection of the work done in the school, but that to take it as the sole test would be misleading.

11098. I do not suggest taking it as the sole test, but they maintain it as being eminently impartial and satisfactory in its results?—Yes—not for the purpose of results fees, I do not think they say that. They are speaking of competition in that connection, I think.

11099. Dr. BARKLEY.—You referred to some difficulty as to changes of hours in connection with the Science and Art Department. Is that difficulty not a result of the inspection? Must not the inspector know at what hour he will be able to find a particular class in science, say, or a class in drawing, at work?—I have no practical experience of this, beyond the fact that they say they cannot change the hour without a written application to the Department, in London—not to the inspector here.

11100. Supposing we had a system of inspection, and that there were surprise visits in addition to the ordinary periodical visits, would it not be necessary that the inspector should be able to know at what hour he would find a particular class at work?—As I said before, they have given no details, but I shall be very happy in giving my own evidence to express an opinion upon that question; perhaps it will be more convenient. They have expressed no opinion whatever. They find it very inconvenient.

11101. It struck me that while there might be no difficulty as to changes of hours, it would be important that such changes should be notified, if inspection were part of the system?—Yes; it seems reasonable to secure some such arrangement.

11102. I think you said that you had no instructions on the subject of classification?—Not in that shape, no.

11103. You will find at page 210, under Rule 72, that a suggestion is made that schools entering for the Board's examinations should be classified on the report of the inspectors, according to the standard of efficiency?—They have given me no details more than that standard.

11104. You have no reason to believe that they have departed from that?—None whatever; I have read exactly their words. I may say how those words were obtained. These ladies told me their opinions in private conversation; they told me their opinions; I took down the heads, but the phrasing is mine. I read it over to the ladies present, and I asked, "Is that exactly your opinion"? I pointed out objections that might arise, and altered the words until they reflected exactly what they thought.

11105. There is one rather peculiar feature in the programme at present, that girls are not obliged to take up any mathematical subject at any stage of the examination. As the rules stand, arithmetic is included under that head. Is there any reason why, if the examination in arithmetic were of a pass standard, girls should not be expected to take it up in some of the grades, at any rate?—These schools all attach special importance to mathematics, as you will see by the results, and I may say confidently, that if you asked them they would be in favour of that.

11106. I see there is a suggestion for an increase in the number of marks for arithmetic?—I can speak confidently for them in that, though I have no precise instructions. There is one other point I omitted to mention. They find the amount of memory work in the Preparatory Grade very large for young people, especially in English. I am sorry I omitted to say that before, and they recommend that it should be reduced. They also think that the maximum total which represents the number of subjects a girl may take, should be reduced.

11107. That is, that they might go in for a smaller number of subjects?—In fact, that they should not be permitted to take so large a number, unless in the case of specially talented girls. But they do not want to insist upon that, because they do not expect you to provide for a few exceptional cases.

11108. What is the nature of the proposal?—To reduce the total number of subjects in which a girl may present by reducing the marks.

11109. By reducing the number of marks any girl might present herself for?—By reducing the total number of marks by which that is provided for in your rules.

11110. As there is no competition between boys and girls, a change of that sort could be made if it were thought to be advantageous?—I think some of the other ladies complained of that.

11111. Most Rev. Dr. WALSH.—There is only one question I wish to ask you, Mr. M'Neill. I see that it was suggested in the printed evidence of the Nuns that in connection with the teaching of modern languages, natural science, and music, part of the business of the inspector should be to test the methods of teaching in those subjects?—Yes.

11112. Have you any special suggestion from them on that point?—No. They have been all unanimous in saying to me on every occasion that I interviewed them, that any inspection of methods of teaching they would welcome very strongly.

11113. Can you state to us what they understand by an inspection of the methods of teaching; does it imply, for instance, that the inspector should be present while the Nuns are teaching?—Certainly.

11114. They have no objection to that?—None whatever; they would welcome that. They said "We are quite prepared to submit our methods of teaching to any inspector."

Most Rev. Dr. WALSH.—It is only what I expected, but I thought it would be well to make it clear. That is all.

11115. CHAIRMAN.—You have sent in a memorandum of your own views?—May I be allowed to

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apologise to the Commission. I had intended in July to submit a statement to this Commission, and I had prepared a statement without having it written out. At the extension of time I postponed it, and I should not have asked to volunteer any written statement were it not that private circumstances rendered it absolutely impossible for me to present a memorandum at the latter stage.

11116. Very well?—But I have got in the form of the schedule, with which I was supplied, a statement.

11117. Will you kindly hand it in; we will have it published. I have your note here, and I will ask you with reference to these matters?—May I keep it during the examination?

11118. Certainly. You examined for us, I think, on two occasions?—I did.

11119. In the years 1896 and 1897?—Yes.

11120. In what subjects did you examine?—In Greek and Latin in 1896, and in Latin in 1897.

11121. You have had three years' experience in teaching for the Intermediate examinations?—Yes.

11122. And ten years' experience in teaching for the Royal University examinations?—Yes. These are simply my analyses of this paper; it is not long, and if I might——

11123. Would you prefer reading that now for us?—I would, really.

11124. Or that I should examine you by going through it in this way?—I think it is an exact statement of all that I have to say.

11125. Most Rev. Dr. WALSH.—I would suggest that perhaps, Mr. M'Neill should use it in answering the Chairman's questions?—I have no objection, except that, perhaps, the order is not precisely the same.

11126. CHAIRMAN.—Then, perhaps, it is better for you to take your own course?—I say, first of all, with regard to the system having altered from its early years, that I was examined under the system in the year 1879, the first year, and for four years afterwards, and I believe that the immediate effect was good from my experience of school, and that a number of the abuses that I have seen within my own knowledge existing under the system, were not present. I believe that we schoolboys who did go in for the examination did better work and more serious work, speaking generally, than did our class-fellows who did not go in for the examination. But I must say that the latter were just as carefully and just as patiently taught, that we learnt much that was not directed to the immediate purpose of a written examination, and none of us troubled ourselves very greatly as to what was or was not "likely to be asked," and, in my opinion, there is a great deal too much of this at present in Irish Intermediate schools. I must say that if school teaching, with this object constantly before one, is "cramming," I have been a crammer myself, but I quite recognise that the system is anything but favourable for the majority of pupils attending Intermediate schools. I think that is practically all I have to say about my personal experience in school, and the rest, perhaps, would more conveniently come out under examination; the rest speaks about my experience as an examiner.

11127. Have you any experience yourself of attempts merely to satisfy the test of the written examination without regard to the education of the pupils?—I say that the average papers in Greek and Latin that I examined show me that certainly these pupils—it is true, of Latin, it is perhaps, except in the reflection of some of the defects, not so well true of Greek—it is true of Latin to say that the average number of papers I examined exhibited teaching not nearly so good as we got in the early days.

11128. To what would you attribute that?—It is impossible to resist the conclusion that the pupils had been taught merely to satisfy the immediate end of the examination, and that they had not always succeeded in doing that.

11129. Is it your experience as an examiner that the teaching that the Board is obliged to pay for under the present system, is often very bad?—I say that a large number of the answers submitted to the examiners afford no evidence whatever of any intelligent teaching in Latin—no evidence whatever. I say that as a result of that, the existing system encourages inefficient teaching, and that inefficient teaching goes on, I know, to my own knowledge.

11130. This is an extract from your report as an examiner in 1897. It is the report of three examiners—the Rev. A. B. Hamilton, LL.B., yourself, and Mr. P. Sandford, M.A. "The paper dealt with one prescribed author (Virgil, Aeneid, Book I.), translation at sight, and Roman history. The mere translation of the passages from Virgil was well done."—This is in reference to the Junior Grade—"and for this question many students scored full marks, or nearly full marks. At the same time, a large number of these had nothing like a commensurate knowledge of Latin, if we are to judge from their attempts at unseen translation, and the parsing of Virgil. A painfully large proportion of boys gave admirable versions of the prescribed text, who showed only the faintest evidence of having received such instruction in Latin, as can be considered of real value"?—Yes, that is absolutely true. May I say what we do find, as a fact, goes on? We find that it is unmistakably true that there is a tendency among boys to know perfectly by rote everything that can be known by rote, and speaking for myself, I saw nothing else, except by accident, in a large number of papers that we met. I do not for a moment wish to include in that the evidence of very excellent work that is done to a large number of students who are successful. Unfortunately, the excellent teaching appears in very many instances among the unsuccessful pupils. They know by heart the prescribed author, that is, a translation of the prescribed author. I have reported to the Board that it is not necessary for us in the case of hundreds of boys to prescribe the text of the prescribed author on the paper; the first line and the last would suit the purpose as well.

11131. Most Rev. Dr. WALSH.—In which of your reports was that?—In the Latin report.

11132. In 1896 or in 1897?—I think it is stated in one of the confidential reports. I should not, perhaps, refer to private reports that I made to the Board.

11133. Mr. Justice MADDEN.—You can state what you observed, independently of any report?—I believe that it appears in one of the reports.

11134. CHAIRMAN.—I am not aware of any confidential reports?—I wrote a confidential one, and I have not seen that since I wrote it. But, perhaps, I had better not state anything as appearing in the report; I would rather state it as what appeared before my mind at the time.

11135. Most Rev. Dr. WALSH.—Did you submit a report each year?—I will not say that I did in the case of every paper—some of these reports are accompanied by a confidential report to the Board. When the pupils learn these things by heart, of course, they over-shoot the passage set in a large number of cases.

11136. Mr. Justice MADDEN.—You have observed that yourself—the over-shooting of the passage?—I commenced keeping a museum of cases in a note-book, which I have here, but I found, after my first day's work, that I should have to give it up, or it would require three or four months to keep a note of such things as these abuses. In this year, Mr. Beare and I—we set the Preparatory paper in Latin.

11137. Most Rev. Dr. WALSH.—That is Mr. Beare, of Trinity College?—Yes. That was the only paper in Latin we set that year. We had heard something of this practice, and we determined, instead of setting continuous passages in the prescribed author, to set a large number of short sentences, each of them making complete sense by itself, without connection with the immediate context. Our experience of that is stated in the report for the year 1896, to a certain extent.

11138. CHAIRMAN.—Have you got it there?—Yes.

11139. Mr. Justice MADDEN.—Is that a joint report?—I think I report on one of the papers. It is in the Preparatory Grade that the report occurs.

11140. CHAIRMAN.—What page are you reading from?—Page 23, about four lines down. It is the last report in the Preparatory Grade. "It is a remarkable fact that hundreds of boys who gave a finished version of the prescribed author, show a very indifferent knowledge of grammar, many, in fact, failing to reach the pass standard in grammar and composition. There is abundant evidence that these boys have simply committed to memory an English translation of the text, without any intelligent notion of the original Latin. Sentences and clauses are given from the immediate context, although they have no place on the examination paper; words also are substituted from the context in place of the words in the extract set." I may say that in some cases they start by giving the first sentence, and instead of translating the following sentences, translate what appeared in the original author, as about the same quantity of matter. They frequently give the wrong sentence and page; they give a sentence that occurs one or two sentences away completely, and that in a finished form, which I myself could not give under pressure of an examination.

11141. Mr. Justice MADDEN.—Do you ever observe an identity in phrasing?—Yes, absolutely all the examiners in Latin that I know, with possibly one exception, have discovered this; they have told the Board so in their reports again and again.

11142. When you say "they," do you mean a large proportion?—I say that in no year until, perhaps, this Commission became imminent in this year, in no year could you read the reports of the Junior Grade and Preparatory Grade boys in Latin without finding the fact referred to. I am quite confident when I say that.

11143. CHAIRMAN.—Do the observations you have made as to the character of the answers refer to the majority of the answers of the boys in Latin in the Preparatory Grade in 1896?—I mean, they are not isolated instances?—No.

11144. It refers to the majority?—Where I say the majority, I do say the majority. I should like the Board to pay special heed to that in reading examiners' reports. We often find it advisable to put in statements—we do not wish everyone to think that the system is a mere imposture, and we put in favourable passages qualified by appropriate language, and I would invite the Board's special attention to the language which is used "in many cases," or "in a large number of cases," and to pay more attention, specific attention, to sentences in which "the majority" of cases or "hundreds of cases" are referred to.

11145. Most Rev. Dr. WALSH.—Before you pass from that. As well as I can ascertain, you find a difference as to the mode of instruction when you come to the Middle Grade. I have one of your reports here in reference to Greek in the Middle Grade in your first year, 1886?—In that first year, Middle Grade Greek was an admirable grade.

11146. "Taken as a whole"—this is your report; Middle Grade, second paper, boys and girls—"Taken as a whole, . . they showed that they had received the benefit of instruction in Greek of a really high order"?—Yes.

11147. I thought it only fair to refer to that?—I say that that is perfectly so; that was an extremely good grade, and very well taught, I should say.

11148. CHAIRMAN. I may take it that your observations in reference to Latin are to be confined to the Preparatory Grade and the Junior Grade?—Largely, and that is all. The evidence is the same.

11149. Have you examined in Latin in the Middle Grade?—Oh, yes, certainly, but the same thing is found. It is not confined to myself at all. It is the opinion of all the classical examiners that I know, except, probably, one; I do not know whether it is his opinion or not.

11150. Mr. Justice MADDEN.—Cramming would probably be worse in the Preparatory Grade, and more fatal to education in the early grades, would it not?—Yes, I think so. I heard an examiner in English examined here the other day, and I am afraid the Board may have been under a misapprehension. I am afraid that it may have been conveyed from the examination of that examiner in English on Friday last, where he said that a great number of the examiners on most of the subjects of the examination are agreed in condemning this, and I thought that his examination might convey that the classical examiners did not take that view. I wish to lay stress upon it, that the classical examiners take the same view, most of them.

11151. CHAIRMAN.—You say here that the working of this Act has resulted in a tendency to attend to the better, and to neglect the weaker, pupils?—Yes.

11152. Do you arrive at that conclusion from your own experience?—I am making no statement to this Commission that is not sustained by evidence. It is not necessary, I think, to give a great deal of evidence upon that; if this Board was sitting *in camera*, they could get abundant evidence.

11153. I do not want particulars at all, Mr. M'Neill, but you observe that there is a difference in saying from *a priori* reasoning, that a system has certain tendencies, and in saying—which is a wholly different thing—that from your own experience, you have observed it as a matter of fact?—Quite so. I say that this is true as a matter of information.

11154. Have you arrived at the opinion, that, acting as an examiner as you did, you were the indirect means of authorising the payment of money that had not been earned at all?—I felt that very acutely, and, I think, I conveyed that to the Board in one of my early reports. I wish to say about that, that I think we examiners should be criticised more than we have been. I think it is possible to evade the stringent recommendations about grammar and composition. I recommend, personally, and all the others that I know recommend the same, that the students should obtain qualifying marks in composition alone. It is possible for a boy to acquire a memory knowledge of grammar, and by means of grammar and knowledge acquired by heart, to escape being plucked.

11155. Most Rev. Dr. WALSH.—On a knowledge of mere abstract grammar?—Mere abstract grammar. Then there is a certain convention in setting a paper. I say the marks in grammar are entirely inconsistent with the practical application of grammar in composition. Then, on that question of results fees, which are never earned, I wish to say that the most repulsive element is the element of pretence, of which we have abundant evidence, and if I was speaking with the papers which I examined beside me, to put in, I would call it the element of imposture.

11156. We may be able to refer to those papers?—I wish to say that there is very little cultivation of real power—very little—in the case of this large number of the worse-taught boys that I speak of, with one exception, and, I think, as that has some quickening effect on

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the intelligence, the teachers should get the credit in a proportionate degree, and that is, the art of simulating knowledge where it does not exist. I wish to say that I had an opportunity of speaking to, perhaps, an examiner, than whom there is no more competent examiner could be engaged by this Board in Ireland, and that is Mr. John Isaac Beare, and he desired me to say that on this question of pretence, imposture, and trickery, he is entirely with me; he desired me to say so to the Commission.

11157. CHAIRMAN.—Upon the subject of grammar, am I wrong in the view that a knowledge of grammar can be very effectively tested by composition; that is the way it used to be tested when I was a boy?—That is the only knowledge of grammar to which we attach any educational value. The syntax should, of course, be taught, but it is very difficult to obtain an answer from a Preparatory Grade boy on syntax—if he is asked to give an account of the genitive absolute in Greek, that is asking him to contribute a section to a Greek syntax.

11158. I did not mean in the Preparatory Grade in Greek. If you ask a boy to translate a particular passage of English into Greek, you can frame your passage in such a way as will show whether he has a knowledge of that part of Greek grammar?—I think I am bound to say that it seems to me that there are a class of boys with a certain range of intelligence, who will never have any considerable facility in composition, but, I think, that they possibly might be tested by more concrete questions of syntax. It is sometimes very hard to get them to phrase Greek.

11159. Yes, of course, it is?—But it is the best test; it is the best test of their knowledge of grammar. You will find it pointed out by examiners there that Senior Grade boys, who write most elaborate papers on grammar, violate the most elementary concords.

11160. Some people say that the method by which they were taught is always the best. I was never examined in grammar, otherwise than by composition, but that used to be the way fifty years ago. You say that, in your opinion, some form of inspection is necessary?—Yes.

11161. What form of inspection would you recommend?—I should recommend that the Board should appoint competent inspectors to visit the schools, and see the work done there.

11162. See the classes taught?—See the classes taught. Without wishing to be too elaborate—the details I would rather leave to the Board—I think that the inspector should form an opinion from what he sees before his eyes, of the approximate educational value of the teaching that goes on, that he should report on that according to some simple scale—that it should take it from zero to ten, or something else on each particular subject; and that before that school got results fees for the answering of any boys in the subject, the marks, which are at present used to calculate the results fees, should be multiplied by that report as a factor, before any results fees are paid; then, the advantage of that is, that it brings us across a very important element in results fees, namely, the inspector's report; I am afraid that at present that often would be zero, and I think the product arrived at by multiplying by zero for the purposes of results fees would be perfectly just.

11163. You suggest that there are minor details that suggest themselves for amendments in the details of the programme. I suppose you have mentioned that in the paper that you have drawn out?—I have.

11164. And perhaps it would be sufficient if you hand it in, and we have it printed?—Yes.

11165. Then, I do not think that I have to trouble you with anything else?—There is one other point I should like to lay stress upon before the Commission. I say that the system has been used, it would appear, in a commercial spirit. I say that leaving aside the question of how far any teaching is properly fostered under it, there has arisen in connection with this system, the payment of a starvation wage to teachers, and that, I think, with schools which are liberally remunerated by the Board. Upon such schools the Board should impose as a condition of such remuneration, that they deal with their teachers fairly. And I say further, that I think this commercial spirit of making the pupils mere earners of results fees is carried too far, when a teacher in an Intermediate school, liberally rewarded by the Board, can be paid at a lower rate than a scavenger.

11166. That is within your own knowledge?—I say nothing that is not within my own knowledge. I am quite prepared to supply the fullest particulars to the Board in private.

11167. But do you think that result would be arrived at—that there would be fair payment for good teachers if the Board insisted on there being good teachers. The supply of good teaching must be limited?—Bad teaching drives out good, just as bad money drives out good. I do not know what the value of that teaching is, but the people who employ it evidently think it sufficient to meet the requirements of your Board.

11168. Mr. Justice MADDEN.—I may state that the reports upon the results of the classical examination to which you have called attention do not come upon me by surprise, for ever since I had the honour of becoming a member of the Intermediate Board those reports upon classical education, chiefly in the Preparatory and Middle Grades, were among the most powerful arguments that persuaded me that it was absolutely necessary to obtain power to institute the inquiry which is now being conducted. Now, as to the remedy for these evils. In the first place, a system of so-called classical education, which consists in making, or allowing the students to learn translation off by heart, could at once be detected by inspection?—Of course it could not last a day.

11169. You recognise the difficulty of importing an element of *viva voce* into one single public general examination of students?—Yes.

11170. Supposing that *viva voce* examination in any form were found necessary in classics, it could only be had by a method of inspection?—Yes.

11171. But is there not another method by which these defective methods of teaching could be detected. Supposing that inspection in classical teaching was unattainable for any reason—assuming that, for argument's sake—supposing it were unattainable, you could do a great deal more by means of written examination than is done at present?—I believe we could do a *great deal* more.

11172. For instance, if a written examination were conducted upon the principle upon which examinations in classics for open scholarships in England, and other examinations of the same kind, are conducted, that is to say, simply by setting what are called unseen passages, and passages for composition, would you not at once kill teaching like that?—I have mentioned that for years, and strongly recommended that the unseen portion of our programme should be more developed.

11173. It would at once kill teaching of that kind?—Yes.

11174. Great classical authorities somewhat differ in their advice to us. You will recognise at once the authority of Professor Tyrrell?—Undoubtedly.

11175. He suggested a larger prescribed course. Now, does it or does it not occur to your mind that the most effective remedy would be setting unseen passages?—Yes, and less minute questions.

11176. That would follow?—Yes. I think the unseen passages might take this shape in an honour

programme, as I am strongly in favour of a distinct honour programme as distinguished from a pass programme for boys capable of pursuing their studies further—that the honour programme for Latin in the Middle Grade might be, say, Livy, and in Greek, Demosthenes for instance; that then a boy would not be expected to know, as at present (expected by his teachers, I mean) the English, good, bad, and indifferent, that accompanies these books—he knows that by heart, and the translations; that would be then no use; and that he should only get good knowledge, fairly easy passages, characteristic passages, to test the knowledge that the boy has gained from a year's teaching in each.

11177. Would you object to the retention of a limited prescribed portion?—For pass students I would retain it.

11178. Do you not think it is an advantage for honour students also. Looking back upon your own classical education, is it not an advantage to have been compelled to know with great accuracy a limited portion?—I think it is, but the disadvantages are so apparent now.

11179. But would there be any disadvantages. Provided you have a wide examination in unseen passages and composition, what would be the disadvantages of having a minute examination in a small prescribed course?—I would have no objection whatever to a small prescribed course.

11180. This branch of the subject has interested me very much, and I see you have given great attention to it. You would have separate pass and honour papers?—Separate programmes in fact.

11181. Separate programmes. Have you considered the objection that has been raised to that proposition—that it would subdivide classes in small schools?—I should prefer to see subdivision of classes and the boys *taught*.

11182. But would it be practicable in small schools, if you had separate programmes as distinguished from separate papers?—I think there are a number of small schools that would efficiently prepare the best boys in classics, but they should not, by their artificial circumstances, dictate the high water mark of classical teaching that goes on in the better schools.

11183. I understand. Have you any further suggestions to make with regard to the mode of conducting classical examinations?—I do not think I have any detailed suggestions.

11184. Just one question more. Your condemnation of the mode of education in classics is rather sweeping. You said that forty per cent. of the students presented showed evidence of defective teaching?—Forty per cent. of the actual pupils that I examined in a particular year; yes, that is so.

11185. That answer, I think, referred to the Preparatory Grade?—Oh, distinctly; and only to the particular papers I examined.

Mr. Justice MADDEN.—I wanted to make that quite clear.

11186. O'CONOR DON.—You said that the Intermediate system in its earlier years when you entered it was free from the abuses that have since developed?—That was my experience.

11187. Let me take the second one you have alluded to—the employment of teachers at a miserably low rate of pay. Is it your opinion that the teachers are worse paid now than when the Intermediate system was first established?—I am quite sure that in the early years of the Intermediate system you never had a teacher employed by a school getting hundreds of pounds a year from your funds working from 9 o'clock till 3 for a remuneration of 12*s.* 6*d.* a week. Such a thing did not exist.

11188. Do you ask us to believe that the very large increase in the grants given by this Board has led to diminution in the salaries paid to the teachers?—I do not presume to trace the relation of cause and effect; I know the grants have been increased, and that rates of payment are made by richly rewarded schools that I am sure never existed before. I never dreamt they existed in any country until quite recently, and at the same time the schools are being paid now at a rate that no one in any other country ever heard of for the same work.

11189. You believe that that low rate of payment to teachers is of recent date?—I should be glad to believe it is. I am quite certain that the teaching by such men as teach did not go on in former years. It is absolutely certain that it is of recent date.

11190. So it would appear that the more money the schools get the less money they pay to their teachers?—I do not say *the* schools; I say some schools.

11191. Some schools?—Of course I do not mean to say that that is a type of the Intermediate schools, but I say that the Board might take care that instances like that should not occur.

11192. I should like to have that a little more developed. How is the Board to take care that the teachers should be paid what you would call proper remuneration for their services. Is the teacher to have an individual claim upon any of the results fees paid to the Board?—I should think that would be very inconvenient.

11193. In what way, then, would you suggest that the result which you desire—and which, of course, we should all desire—that teachers should be properly paid should be attained? How is the Board to secure that unless we give to the teachers some right to the money that is given to the school?—I should not do that at all, but I think, as I have suggested, that before paying results fees the Board should take facts into consideration that they do not take at present—that is, as to the quality of the teaching given. That is one of the facts that the Board might so take into consideration in any amendment of this scheme.

11194. You do not then, I understand, mean to say that good teaching is inadequately remunerated at present?—I do not say so at all; I have not the same information about the exact amounts paid; but the scandals would be avoided.

11195. But I wanted to ascertain exactly what the scandal is. Does the scandal consist in giving a good teacher a low salary, or in employing a bad teacher at a low salary?—I do not undertake to value what the teaching is, but I say that teaching which can be had at 12*s.* 6*d.* a week should not be enough to earn your results fees.

11196. Mr. Justice MADDEN.—It may not be worth more, but it is not good enough for us to pay for?—It is not good enough.

11197. O'CONOR DON.—You put here rather prominently the fact that teachers are paid at a low rate; that is to say, that even good teachers may be paid at a low rate?—Oh, no; if the Commission have been at all misled by what I have written on that sheet only intended for their guidance, I should like to correct that at once; I speak only of certain cases, of which I am prepared to supply the particulars.

11198. You do not mean us to understand that the teacher is not paid in proportion to the value that he gives?—No; I would rather not value such teaching at all.

11199. And you cannot point out any way in which we could secure that the results paid to the schools should lead to the adequate remuneration of the teachers, beyond the one that inspection would prove that the teacher was an efficient teacher?—That is so; I think that as far as I can see such teaching would be impossible under inspection. If that were found not to be the case it would be time enough to consider it then.

11200. And would an inspection that would ascertain that be sufficient as a preliminary to the board paying result fees, or would you have the payment of results absolutely dependent upon the inspection?—I should prefer that any amendment that

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the Board thinks fit to make should be applied in a gradual way—that there should be as little as possible dislocation or reducing everything to chaos. You have a very perfect machine for doing the work it does at present, and for that reason—largely for utilitarian reasons, I would suggest that the present system of calculating the passes of boys as a factor in results fees be retained. I suggest this largely from motives of expediency because headmasters for some reason or another, of certain schools at least, look with disfavour apparently upon any attempt by this Board to see the teaching that goes on; and I think a great deal of that is prejudice, and that a great many of their objections might be removed by your applying these amendments according to a sort of scale. For instance, for the first year to reconcile their hostility you might say, "we will continue paying you a certain amount of your results fees at present, but one-fifth of the results fees we will pay on this other system." I believe if that were done a great many of the present objections would vanish—certainly objections from competent schools would vanish if they had an opportunity of comparing the results fees—what it meant to them under the old system as compared with what it meant to them under the new.

11201. Then you would propose to continue the present system of paying results fees on examination, but you would temper it with a certain amount of deduction rather than direct payment for teaching?—Yes, I would multiply it by a fraction less than one.

11202. And how many inspectors do you think would be necessary for carrying that out?—I have not formed any personal opinion upon that myself, but I saw that very remarkable document which was sent by the Masonic Schools Committee, which I think shows more knowledge of the defects existing in the system, and contains more practical suggestions towards its amendment, than any document that has yet come before this Commission, and in that very remarkable document I see it is said that two inspectors would be enough at the outset. I have however some doubts about that. It is a question of grave expense, but the question is, would the Board get proper teaching in return for the expense incurred, and would it be better to spend the money and secure that object than to give the money without getting the teaching.

11203. Rev. Dr. Todd Martin.—There was excellent teaching in the school in which you were taught?—Excellent teaching.

11204. And in many other schools at that time?—I speak for the one I know.

11205. Do you think the schools in which there was excellent teaching have degenerated through their connection with this Board?—I think their connection with this Board can be shown by reasoning to have tempted them to degenerate, and as I have not sufficient evidence of how far they have resisted that temptation (I do not think they are more than human) I prefer not to give an exact opinion.

11206. Have the papers that have passed through your hands showed in 40 per cent. of the cases, that the translation had been committed to memory from translations?—I should say, say 40 per cent. of the answers on that particular paper to which that report refers. When I have said 40 per cent., I should say this is an underestimate, a deliberately minimised estimate.

11207. Yes, I understand that. Did it occur to you to look from what quarter that 40 per cent. came?—No, I carefully avoided doing that; it is very unpleasant. Once by accident I did discover from what quarter an irregularity came; but from that time I shut my eyes to anything of the kind, and simply take note of the number of the paper.

11208. Dr. Barkley.—You have only the boy's number before you?—The number, and also the centre.

11209. Rev. Dr. Todd Martin.—Then it is impossible to tell until after the results are issued?—It is quite impossible to tell in advance.

11210. Did this 40 per cent. show indications of having used the same translation?—A large number of them—hundreds, I should say a couple of hundred—among the lot of papers that came to me used identical words.

11211. The same words?—Yes, the words were the same, identically.

11212. Mr. Justice Madden.—How did you mark under those circumstances. The translation was accurate?—The translation was accurate. On every question I consulted the responsible officers of the department, and my colleagues and myself in the end marked in the following way. On every question on which the evidence of this was not manifest, we gave the boy the marks for it, and gave him marks for translation, although in another part of the paper I had absolute evidence that he could not have given that translation from his own knowledge. I greatly regretted it, but I had no alternative.

11213. It was an admirable translation?—An admirable translation—perfectly adequate.

11214. Dr. Barkley.—You tell us that there is, at least, a tendency to neglect of the weaker pupils. Whom do you mean by that description?—I mean the pupils less well intellectually equipped.

11215. But do you mean pupils who, with good teaching, ought to be able to pass the examination, or do you mean pupils who have no chance of passing the examination?—I never regard whether a pupil has any chance of passing the examination or not. I speak of pupils of all classes who will not distinguish themselves at the examination—covering both sections. There is a tendency to neglect them.

11216. Still, results fees are given upon all children who pass the examinations?—Yes, undoubtedly.

11217. Does not that make it the interest of the school to give such teaching as will enable as many as possible to pass?—I am afraid that in practice that rarely happens. It would be very difficult to increase the range of pupils who pass by the sort of teaching they get. The number of passes represents far more accurately the attainments of the boys than it does the teaching—the original attainments of the boys, I mean.

11218. We were told of some schools which try to send in every boy in a class, while other schools send in less than half the boys. The first practice, where it exists, would tend to increase the number of candidates who did badly at the examination?—Yes. I was very glad to hear that witness last night say that he did send in all his boys.

11219. You gave us a suggestion as to how the result fees were to be varied with reference to inspection. It struck me that the suggestion you made, while it shows a knowledge of the theory of numbers, tends to make inspection almost absolutely determine the results, and the examination have very little effect upon them?—I cannot say that I regard that as necessarily an evil.

11220. But you propose that the inspector should give marks to the school varying from zero up to ten, and then that the marks obtained at the examination should be multiplied by those marks?—That the results ascertained at present from the written examinations in the schools—whatever these results may be—should be multiplied by the marks allowed for inspection. There is some numerical figure arrived at at present in the Department for the purpose of calculating the three shillings per hundred and the varying amounts per hundred in the different grades, which should be subjected to that process of multiplication. It would be as well if the three shillings per hundred, &c., were reduced in the light of that factor.

11221. That might work out in this way; that the boy who got a medal in a particular subject might obtain no results fees for his school?—And I think

very properly so, because at present schools are being paid for boys who are able to succeed in spite of the bad teaching—boys whom no amount of bad teaching could suppress—and I think that would be an admirable result.

11222. While another boy might get ten times the results ascertained by the examination in the same grade?—I have gone into my papers as examiner, and I have seen the best evidence of the injustice of the present system. I have repeatedly seen a poor little boy in the Preparatory Grade unable to get a sufficient number of marks to secure a pass, getting every variety of marks from 40 to the pass standard; and I have gone over the papers again and again to try if there was any possibility of giving such boys a pass for I felt they were really well taught.

11223. If there was any mode of varying the results, such as you propose, would there not be an immediate outcry on the part of a large number of schools over the country that certain schools had been unduly favoured by the report of the inspectors, while other schools had been damaged by them?—That, I am afraid, is rather a matter for the Board—if in their judgment this system should be adopted—to decide how far such outcry would operate.

11224. Most Rev. Dr. WALSH.—I think you said that an examiner, in marking the papers, has a means of ascertaining where the particular student was examined?—He could ascertain the centre.

11225. The centre. So that in the case of a centre in a country place, where there are not likely to be many boys examined except from a particular school, the examiner could know the school the boy came from?—He could.

11226. How is that? I confess it comes upon me by surprise?—He could know with absolute certainty in the case of certain schools.

11227. What is the indication given in the paper?—There is an indiarubber stamp, "Centre No. 273," we will say. There is also a statement of the number of each boy who was examined at that centre. If I desire to know from what school a particular boy came, in case it would meet that test—I do not know whether it would or not—I should wait until the results pamphlet came out. Not till then can I know.

11228. You cannot know it beforehand?—I cannot know beforehand.

11229. You get an indication of the number of the centre, but you would have no means of knowing what that centre is?—None whatever until after the examination is over.

11230. Then I misunderstood the statement you made?—I thought I had given that answer before.

11231. In reference to examiners' reports, there are one or two points of importance. You have stated that your opinion about the teaching of Latin that goes on is not a singular opinion; you regard it as commonly held by a number of examiners?—I should very much like to have read, side by side with the statements submitted to the English examiner the other day, the reports of every individual examiner in the year in which I first examined.

11232. That would take too long. Might it not be handed in, and then we could have those extracts printed?—I have them here. All the extracts are marked in red. If they are not marked sufficiently, I can do it afterwards,

(*Paper handed in*).

11233. Now, as you have in a certain sense opened up a new section of this inquiry, I should wish to put to you a few questions in detail about it. Treating you as an expert (as I think we are fully justified in doing after your examination here to-day), I would ask you what inference you would draw from a statement such as this: "The chief faults of the greater mass of compositions in both grades"—and the grades referred to are the Middle and the Senior—"are (1) grievous disregard of the concords, (2) ignorance of the difference between the active and the passive voice?"—That has been a mark of the Senior Grade invariably. The inference is, as I have said in one of my later reports, that syntax is apparently taught as an isolated system of abstract truths, and not in any sense as an aid to reading.

11234. In the same report I find this—"It is the exception"—(the exception!)—"to meet with a boy or girl who does not in ten or twelve lines of Latin fail to make practical use of the rule that a verb should agree with its nominative case in *number*?"—That is the general experience.

11235. "Still more rarely is a relative found agreeing with its antecedent in *gender*?"—That is quite correct.

11236. Taking all this in connection with the fact that 61·5 per cent. of those candidates passed, can we regard the present mode of conducting the examinations as anything but eminently unsatisfactory?—The feeling that has been always in my mind is that an enormous amount of public money is being applied that was never earned by such teaching.

11237. In a grade in which 61·5 per cent. of the candidates passed, and consequently had results fees paid on them, in a subject counting 1,200 marks, it was "the exception" to meet with a student who knew whether a verb should agree in number with its nominative case or not?—A very eminent Greek scholar (Mr. Starkie, the present President of Galway), pointed out in the same year that the teaching he encountered was worse than valueless. That is precisely the feeling we have, and I have asked the Board to see that these boys learn something else, and do not waste their time in undergoing a course of teaching which is "worse than valueless."

11238. I may state that the examiner from whose report I have been reading is Dr. Purser, of Trinity College. He has already given evidence before this Commission, and it may not be convenient to bring him back, so I wish to ask you one or two questions in the same direction. In reporting on the Senior Grade he says: "The set passages were, as usual, very well done on the whole, notwithstanding their difficulty, a considerable number of boys translating the passages from the Odes of Horace with much taste and refinement"?—The "taste and refinement" is invariable, even in the very weakest Preparatory Grade boys.

11239. You account for that by suggesting that even those Senior Grade boys committed to memory some translation of which was refined?—If I may say so, I would rather this was not regarded as a question of opinion; it is a question of fact. The Board have access to those papers, they are stored in the office, and if they refer them to any independent outside body the facts will appear.

11240. What I wish to put to you now, in order to see whether or not it confirms your view, is that, speaking of the same boys who translated the Odes of Horace with "much taste and refinement," Dr. Purser says: "It is strange how commonly ignorance of the difference between the active and the passive voice is displayed." Now, would it be possible for a boy who did not know the difference between the active and the passive voice to translate the Odes of Horace—not to say with "much taste and refinement," but to translate them at all?—Absolutely impossible.

11241. Then Dr. Purser continues:—"Half the candidates, I should say, treated *fecisse* as the perfect *passive* infinitive. Even by good students the concords were ruthlessly broken." In this grade 81·7 passed Must we not infer from that that an immense number of candidates have passed in the Senior Grade, and have had high results paid on them—the results fee in Latin in the Senior Grade is £4 16*s*. a head—who have been ignorant of the elements of Latin grammar?—Yes; and the evil is much worse in the lower grades, of course.

11242. These reports regard boys alone; and of the girls in the Senior Grade it was said: "They are perhaps not quite so good all round as the boys"; and in the Middle Grade, "The general average of tolerableness

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is better maintained among the girls than among the boys; but, as far as I could make out, there were only two really promising scholars among the girls. None of the compositions were exceptionally good, but all the set work was prepared with great steadiness and deliberation. The same faults which are noticeable in the boys' work for the most part appear also in that of the girls." Now, the inference from all that, in your judgment, is that the teaching of Latin, which is not a teaching of Latin in any true sense of the word, is largely rewarded by the results fees paid by the Board?—I have been of that opinion for a number of years.

11243. Now, as regards the remedy. So far as the evil can be dealt with by the present system, you consider the really effective way of dealing with it is by a system of inspection, so that people could see whether Latin was really being taught in the schools or not?—Yes.

11244. You are aware of the details of our present programme. I believe 1,200 is the number of marks given for Latin?—Yes.

11245. I find that in the three grades—Junior, Middle and Senior—400 marks are given to the prescribed works?—Yes.

11246. Is it not a necessary inference from this that any boy can easily pass in Latin who has a sufficiently good memory to enable him to get off by heart translations of the prescribed passages?—That, with another exercise of his memory—sufficient knowledge of grammatical forms to get twenty per cent. in grammar and composition taken together.

11247. But take it as I am putting it to you—1,200 is the total number of marks. What is required in order to pass?—He cannot pass without answering in grammar.

11248. But he can easily get the prescribed minimum in grammar—he can make the requisite number of marks substantially on the translation?—That is what they actually do.

11249. To pass with honours, I believe he has to get 600?—Yes.

11250. Take the Senior Grade—can he not get 400 on the prescribed books, and 150 in history, which is substantially memory work; that makes up 550; and then a small modicum of grammar thrown in would make up the rest?—Yes; it is strange how fairly creditably some inferior candidates have done in Greek verse unseen passages; of course we set them very easy, and I think we are setting our unseens much too easy—the men show that they could not possibly know the structure of the language; they have not been intelligently exercised.

11251. How could we rely on the unseens, if we leave it possible for them to pass on the prescribed passages, the history, and a small amount of grammar?

11252. Mr Justice MADDEN.—It is not at all necessary to go in for the unseen passages?—I merely point out that some of them get high marks.

11253. O'CONOR DON.—High marks in the unseen?—Some of them get high marks all round that one can clearly tell have not been intelligently exercised. I have seen this.

11254. Most Rev. Dr. WALSH.—If a boy gives you a translation of an Ode of Horace marked by "taste and refinement," what can you do but pass him?—Exactly.

11255. O'CONOR DON.—I understood you to say they got high marks on the unseen?—I have pointed out, in addition to this memory work, how often boys swell their marks. I have seen boys get certain marks that I knew had not been at all exercised in grammar. I knew, if I could give them a single difficult sentence, one could see by their composition that they could not do it. They get in words here or there in unseen, and our system of marking is to give credit for so much as they put down that is correct, even if there is no consecutive sense in it whatever.

11256. Most Rev. Dr. WALSH.—You must not take me at all as suggesting that Professor Purser was not fully justified in passing those boys. When they produced matter to which the Board had assigned certain marks, he was not only justified, but I take it he was bound, to pass those boys?—He was bound to pass them.

The witness withdrew.

Mr. JAMES PYPER, M.A., Principal, Mercantile College, Belfast, examined.

Mr. James Pyper, M.A.

11257. CHAIRMAN.—You are a Master of Arts and Principal of the Belfast Mercantile College?—Yes.

11258. You have been Principal of that college for thirty years?—Yes.

11259. And I need hardly ask you whether it has been a successful college?—Well, I think the results prove that it has.

11260. I think you are the first witness we have had whose college has devoted itself mainly to preparing gentlemen for commercial life; and I would be glad to ask you, in the first instance, have you any suggestions to make by which our programme could be made more satisfactory to persons who are about entering into commercial life. I believe you have written a statement with reference to it?—I have prepared a statement supplementary to what I have handed in as a reply to the Commissioners' queries.

11261. We have that statement which you made before us, and we have all carefully considered it; but I understand you have written a memorandum that you wish to read as supplemental to that?—Yes.

11262. Would you prefer to read it first, and then I will ask you a few questions upon it. I think it might be more convenient if you read that memorandum in the first instance?—Yes; I would prefer reading it. I am in favour of three grades, not four; that is to say, a Preparatory Grade, for boys from 12 to 14; a Junior Grade, for boys from 14 to 16; and a Senior Grade, for boys from 16 to 18; each grade extending over two years. The reasons I have given for this in my answers to queries are (1) the difference in ability of boys of the same age; (2) the difficulty of forming classes to meet the requirements of boys of the same age but of unequal capacity; (3) the unnecessary waste of time with the small Middle and Senior Grade classes which exist in most Intermediate schools. I wish now to add some further advantages to those given in my replies to your queries. In the Preparatory and Junior Grades, a pupil will be enabled by two years' work to thoroughly master the mathematical and science subjects prescribed, and the grammar and composition of the languages, before passing on to the more difficult work. There will be no waste of time in the languages on the part of the clever boys, as the books to be used are changed every year. At present three years elapse before a text-book is prescribed a second time. A pupil who is exceptionally clever will be able to finish his school course at 17 and proceed to the university, or to business. This is important, as the time to leave school and enter on work for the university or into business, should be determined by the amount of knowledge acquired and the progress made, and not merely by the pupil's age. The university might be persuaded to prescribe courses for their entrance examinations which would enable teachers to prepare pupils for them whilst doing the Senior Grade work. For instance, the course for entrance might be the Senior Grade course for the current year or two years preceding. Managers of schools would have no inducement to keep clever boys at school past the seventeenth year if they passed with honour in all their subjects, seeing that the full results fees would be paid for them; and the pupils would have no inducement to stay, as university scholarships, sizarships, and exhibitions would be more valuable than Senior Grade prizes according to our suggestion. The age for the Preparatory Grade has been 12 to 14 since its introduction in 1892, and

its exhibitions and competitions have given a great stimulus to one of the largest and most important sections of every Intermediate school, and that at a time when it is most needed. To do away with the Preparatory Grade would be an act fraught with much damage to the Intermediate system generally, however it might be for the convenience of the classical schools, whose teachers wish to spend most of their time and energy on the few older pupils who wish to distinguish themselves at the university. But so far as the commercial boys, who are by far the larger number in most schools, are concerned, it would be most injurious. The introduction of the Preparatory Grade had gone far to wipe out the widespread, chief, and only too well-founded objection to the Intermediate system, namely, that it paid too much attention to the few older boys, and neglected the younger and larger number. To remove the Preparatory Grade, then, would be a most retrograde act, and we trust the Commission will be slow to adopt so suicidal a proposal. Many of us were delighted to see, from Lord Justice FitzGibbon's evidence, which was so weighty and sound on most points, that from examination of the bare facts of the case he has become an enthusiastic convert to the side of the Preparatory Grade, and commonsense, I would say. It has been truly said that "the absence of competition is stagnation." This saying is clearly exemplified during the present year in the want of energy in their work on the part of boys between 12 and 13, as compared with that of boys between 13 and 14. The former are prevented from entering for the examination this year, for the first time since Intermediate education was introduced into Ireland. The loss in the way of stimulus to pupils between 12 and 13, generally a large number in schools, and to the managers of schools in the shape of results fees, is very serious. I have never noticed any evil effects from competition in the Preparatory Grade. However, the stimulus of competition would be much lessened if the exhibitions were diminished in value as I suggest. I am astonished at the evidence of Dr. FitzGerald respecting the injury of competition to boys' eyes. In no case within my remembrance has a boy who came to school at 10 years of age or upwards ever had his sight perceptibly injured before he left school—to wear spectacles, for instance, to see a black board, say, fourteen feet away. To allay the excitement caused by alarmist testimony of this kind, the Board might see to it that text-books prescribed were printed in clear, large type; and if inspection should be introduced, it should be an instruction to the inspector to examine the books used in the school, and report on the style and legibility of the print. Although I do not object to the introduction of science in the Preparatory Grade, its omission is not responsible for the great falling-off in the number of pupils in the higher grades presenting science since 1893. In that year the Science and Art Department introduced new rules, according to which results fees would not be paid by the Department for a *pass* in elementary science subjects. These rules were most unsuitable to Irish schools, have wrought havoc on the teaching of science in Ireland, and have had much to do, I believe, with the falling-off in science pupils of late years in the higher Intermediate grades. I should like very much, my lord, to give my opinion upon a great number of subjects, but you have had so much evidence before you that I hope you will excuse me if I simply confine my attention to the commercial portion of the question.

11263. If you please?—One of the chief difficulties with the principals of schools is the large number of classes. It is most desirable to have as few necessary classes as possible. I am in favour of boys and girls studying the same course in the main, with a number of subjects left optional. The altered and enlarged Civil Service programme now embraces Latin, modern languages, book-keeping, and shorthand, and corresponds in almost every particular with the present programme of Intermediate schools, more particularly of commercial schools. The applied sciences, again, are studied chiefly with a view to teaching afterwards, or in the interests of technical education, and should be part of the programme of both a grammar school and a commercial school as optional subjects. The Intermediate courses, then, for all practical purposes, are reduced to two—the grammar school and the commercial. It is impossible to give either a true university or commercial education without imparting a good general preparatory education first as a foundation.

CHAIRMAN.—I beg your pardon, Mr. Pyper; we will now adjourn till a quarter past two, and you can then finish your statement.

Adjourned for a short time.

11264. Now, will you please proceed with your statement?—University and commercial boys, therefore, should at first have the same course of study, with the exception of a few distinctive subjects, which should be left optional. When a certain stage is reached, naturally the Preparatory Grade, there must of necessity be specialisation. The chief defect of the Intermediate system, in my opinion, is that, as at present administered, it is applicable to the few, to the neglect of the many. Lord Reay, in a speech recently delivered in London, said: "Undoubtedly, the far greater majority of British lads on the completion of their education became men of business." Another eminent authority in our own country, the Rector of the Catholic University, told your Commission the other day, that only about one-sixth of the Irish youth went to professions. The remaining five-sixths, as a rule, of course, go to business. But, strange as it may appear, this large and important majority has in the past been almost entirely overlooked in the Intermediate system. Almost all Irish secondary schools, till quite recently, were grammar or classical schools, with a plan of study adapted to meet the requirements of the universities. The requirements of commerce were ignored as unworthy of the exalted dignity of the grammar school teachers and their pupils, and the chief attention was bestowed on a few pupils who were likely to get entrance scholarships or sizarships at the universities. Somewhat recently the board of governors of one of these leading classical schools in the North of Ireland, in advertising for a head mathematical master, took care to add to the qualifications required, that "he should be able to teach arithmetic," thus showing that head mathematical masters in some classical schools either did not know how to teach arithmetic, or ignored it. Other commercial subjects receive similar treatment, it is to be feared. The principal of a Belfast school, in his evidence before the Commission, stated that he considered that "no teacher worthy of the name would waste a boy's valuable time on the commercial portion of any language," implying either that the commercial portions were sufficiently taught in the schools already by teaching the ordinary course, or that they were of no value to the pupil even if they were acquired. As regards commercial geography and commercial history, they were not taught in Irish schools ten years ago for a very important reason; no text-books were then published, which could be used in the systematic teaching of these subjects. As regards the commercial parts of a language, if there is any portion of a boy's commercial education which can be imparted at school, and cannot be learned in the business office afterwards, it is the commercial portion. It seems absurd that a boy should pass through the Senior Grade with honours in French, for instance, and not know the names of the most ordinary articles of commerce, as is the case now with boys who do not take the commercial course. No wonder the ignorance of English and Irish boys who have been through French and German at school, is a standing joke. The two

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great commercial educational organisations of the British Isles, the Society of Arts and the London Chamber of Commerce, have been called into existence of late years, just because of the defective commercial education given in the schools generally, and of the commercial portion of the Continental languages in particular. The Society of Arts considers a commercial knowledge of French of such importance, that it will give a first class certificate to no candidate at the examinations who does not answer satisfactorily in the commercial or scientific portion of the examination papers. It would almost seem as if some Irish headmasters think that their duty is to teach boys only those subjects which "can never be degraded by any utilitarian application." The London Chamber of Commerce might be supposed to know something of commercial requirements, and it lays the greatest emphasis on a sound commercial knowledge of foreign languages. At the annual distribution of prizes and certificates, held under the auspices of its Commercial Education Committee on the 2nd December last, in the Mansion House, London, the Lord Mayor, who presided, said, "One great deficiency which had existed for a large number of years, and which had been felt in many quarters, was one which at the present moment was engaging very serious attention—he referred to the difficulty experienced by all large houses of business in obtaining various employees, more especially for the conduct of foreign trade, skilled in the use of foreign languages, and particularly French and German." Sir Albert Rollit, M.P. (Chairman of the Commercial Education Committee of the Chamber of Commerce), at the same meeting said: "By the absence of commercial education, which was practically the complement of technical education, we failed to teach commercial organisation and the value of the instruments of international trade—such as foreign languages, and the best systems and best methods of business, and thus we largely restricted our distributive commerce. In that respect Great Britain had been greatly defective, and we had been outstripped by other nations." He then went on to show that our defective commercial education, especially in Continental languages, led to most serious results. One of these was that on account of the superior commercial education given on the Continent, where boys were taught, as a rule, two foreign languages, continental youth were swarming into our large business centres, and ousting our own young men from lucrative situations. Another, and more serious result, was that our defective commercial education was one of the chief factors in the decline of our commerce of late years. On this point Sir Albert Rollit said: "When they saw that the exports of our country between 1890–91 and the present time had declined 5 per cent., while those of other nations had largely increased at rates from 20 per cent. downwards, including France, Germany, the United States, and Russia, those were figures which should lead them to give attention to secondary education. Secondary education to-day in Ireland," in the direction of the grammar school is excellent. We have it on good authority that Ireland is at least equal to both England and Scotland in this matter. The large towns and cities of Great Britain have gone in of late for education on the lines of the programmes of the Society of Arts and of the London Chamber of Commerce, which are entirely commercial. Ireland has not to any extent done so, and is, consequently, much behind England and Scotland in commercial education, just as England and Scotland are immeasurably behind Continental nations. In proof of the latter, look at a few facts related by Sir A. Rollit. In the speech to which we have referred, speaking of Great Britain, he said: "While we had been practically doing nothing for commercial education, other nations had been doing a very great deal, and when they found that fact, surely they might come to the conclusion that this was probably one cause of the disadvantage under which our trade been placed. Paris had had for some time three high schools of Commerce, established by the Chamber of Commerce, and the other day a new one had been founded under the same auspices; in Prussia there were no less than 186 schools of commerce, accommodating some 15,000 students, and in Germany the number of such schools providing commercial education was very large. That had been mostly accomplished within the last ten or twenty years. They might go in Germany, not to one of the great ports or towns, but to remote places in the interior, and find over a school door such a notice as his—"Only English will be spoken in this room to-day," whilst in Hamburg compulsory tuition had been given in English for the last twenty-five years. The need of commercial education was further illustrated by what the Chamber of Commerce discovered, namely, that in our own city offices a large number of clerks were employed who were 'made in Germany." That was to be regretted from the point of view of the English clerk." No one who considers these facts can doubt for a moment that they give us an accurate, though gloomy, idea of the state of commercial education across the Channel. And it is to be feared we are even worse off in Ireland. In view, then, of the undoubtedly backward state of commercial, as opposed to grammar school education, and especially the preponderating number of Irish youth who need commercial education as compared with the other class, I would respectfully submit that improvement of the Intermediate system in the direction of commercial education is urgently needed. It is true the Intermediate Board introduced a commercial element into their programme eight years ago. I have no hesitation, however, in saying that, having adopted it, and got all the good out of it that it contained, some of us have found it very imperfect. It is valuable up to a certain point, but it is defective as to its range of subjects, the value attached to them, and the time at which some of them are introduced. The Commercial Prizes are its most useful item, and have given a much-needed stimulus to commercial schools. I would recommend that they should be increased in number. As regards the exhibitions, I consider them much too large in all the grades. This is the chief cause, I believe, of over-competition. By lowering them in value, and doubling them in number, the competition would be spread over a large number which is confined to the few at present. The money value would be big enough for boys and girls, and the temptation to over-competition would be lessened, if not entirely removed. The evils of over-competition are at present confined to the few. The special Commercial Certificates might be made very valuable, which they are not at present. They are not known, and consequently not valued in business circles. The London Chamber of Commerce has induced 300 of the leading London business houses to give preference for situations to candidates holding their certificates. The Intermediate Board could doubtless do likewise with regard to their Commercial Certificates, and thus greatly enhance their value. The commercial course should begin with 12 years of age in the Preparatory Grade; it begins at 10 in the London Chamber of Commerce. The Preparatory Grade student should be deemed to have passed in the commercial course if he passed in English, ordinary arithmetic, algebra, book-keeping, or shorthand, and ordinary French or German. Book-keeping and shorthand should be taught in the Preparatory Grade from the age of 12. A great authority (Sir Albert Rollit, M.P.) has said, "Book-keeping is the basis of business"; and shorthand has now become a necessity for the commercial boy. As the age at which most boys go to business, roughly speaking, is between 15 and 16, it is impossible to get the average commercial boy proficient in these subjects if he does not commence their study until he is upwards of 14, which he is required now to do, if he follows the Intermediate programme. I should say, my lord, we commercial teachers cannot follow the programme; they are bound to begin these

subjects at the earlier age. The rule of practice in arithmetic should be included in the Preparatory Grade. Boys are supposed to be familiar with this rule before they are 14. Several subjects which are essential to a thorough commercial programme are ignored, such as penmanship, dictation, reading, elocution, and mental arithmetic in all the grades, typewriting from the Junior Grade upwards, conversation in foreign languages in the Middle and Senior Grades, and outlines of political economy in the Senior Grade. I am aware of the difficulty of applying examination to some of those subjects; nevertheless they must of necessity have a place in a liberal and practical programme of commercial education. Their non-inclusion is a serious defect. Inspection, if introduced, might also deal with these subjects. I do not see any difficulty in having an equivalent for dictation by setting a paper for correction containing misspelled words, without punctuation and without capital letters. There would be no difficulty in using that as a substitute for dictation.

11265. We do that; we have set questions of that nature?—In the Intermediate Board?

12266. Yes. But no matter; go on with your statement?—I think we have not had it. We have had copying manuscript, but that is quite a different thing. This document might also be made a test of penmanship, which is in the first rank of commercial subjects, and at present is almost entirely overlooked. I believe that penmanship has gone back 50 per cent. since the introduction of the Intermediate system into Ireland. But perhaps the low marks given to commercial subjects, as compared with marks given to those of the other courses is the commercial boy's greatest handicap. We are glad to find the great mass of evidence before your Commission is in favour of equalising the marks of the respective courses. The glaring inequality of the marks of the present programme will be seen by contrasting the marks of the classical with those of the commercial subjects. On the classical side we have, for Latin, 1,200 marks; for Greek, 1,200 marks; making a total of 2,400 marks. On the commercial side we have, for Commercial English, 400 marks; for Commercial French, 200 marks; for Commercial German, 200 marks; for Spanish or Italian, 200 marks; for Book-keeping, 200 marks; and for Shorthand, 300 marks; making a total of 1,500 marks. This gives the purely commercial subjects 1,500 marks, as against the the purely classical subjects 2,400 marks.

11267. Dr. BARKLEY.—That is not an alternative. Those commercial language papers are in addition to the papers set on the languages?—But a pupil must take one or the other; the work of both is too much to be overtaken in the year.

11268. He must take both together. If he takes the commercial he must take the other also?—That is one of the chief defects of the system. Few students, however, take more than one foreign language in their course. This would give 600 commercial marks as against 2,400 classical. But if we suppose two modern languages to be taken, this would give 800 purely commercial marks as against 2,400 classical. In other words, in the Intermediate system, it is three to one against the commercial boy, so far as attainable marks are concerned. What are some of the necessary results of this inequality? First, commercial schools, in order to keep in the running, must keep up as large a staff of teachers as the neighbouring grammar schools, while they have not the same means of paying them in the shape of results fees. Lord Justice FitzGibbon made this clear by quoting the opinion of the head master of Molesworth School, Dublin, an opinion which will be endorsed by all managers of commercial schools. He said: "The system does not give opportunities for earning results fees to the commercial class of boys to the same extent as to the other class"—meaning the classical. Secondly, there is a strong temptation put in the way of clever boys intended for business, to go in for a classical education in order to secure the rewards which cannot be had on the commercial side, to the prolonged, if not irretrievable, injury of the boy's future career in life. Let us suppose the case of a clever boy intended for business, who succeeds in in taking a £20 exhibition in the Preparatory Grade. Elated by his success in taking so big a sum, he is tempted to go on with the Junior, Middle, and Senior Grades, on the only lines—namely, classical lines, by which he could possibly succeed in taking the, to him, large sums of money, £20, £30, and £50 respectively. He must now enter the merchant's office, but is utterly unfit to do the work he is called upon to do. What avails it now that he is familiar with the niceties of Homer and Livy, if he cannot take a shorthand note of his master's instructions, detect a wrong entry in a ledger, perform a mental calculation in arithmetic, or find the true and false discount on a bill? The child has been trained up in the way in which he should not have gone, only to find that when he is old he must depart from it, with his chance of success in life greatly diminished, if not destroyed.

11269. Most Rev. Dr. WALSH.—And long before he gets old?—Yes. This is not a description of an isolated case; on the contrary, it is pretty common in commercial schools. Thirdly, many young people intended for business, who have been induced to go on to the Senior Grade, in the way just described, finding themselves prepared to enter the University, and too old to go to business, choose the former. The result, in the North of Ireland at least, is that the professions are fast becoming overcrowded. Fourthly, the interests of the many are sacrificed to those of the few, since the commercial boys in Intermediate schools are to the other class in the proportion of 5 to 1. The sole remedy for the evil is to equalise the marks of the subjects which are essential to the grammar school and the commercial courses respectively. This will give commercial schools and boys fair play, and nothing else will. In this way alone can the courses be framed so as to have regard to the ultimate destination in life of the student, which undoubtedly they should be. There are three ways in which the marks of the courses may be equalised:—(1) increase the marks of the present commercial subjects; (2) add to them additional subjects essential to commercial education; (3) or both. All the commercial subjects at present on the programme could possibly bear some, and others considerable, increase. First, book-keeping, a subject which, notwithstanding its importance and necessity in every business, and the time it takes the average boy to master it, only gets 200 marks—it ought at least to have 400. Secondly, shorthand is entitled to 400, instead of 300 marks. Thirdly, the greatest increase, however, is needed in the commercial portions of the languages. Commercial English, especially considering the addition to it of the Primer of Business this year, should have 600 marks instead of 400. Commercial German, French, &c., should each be increased by 100 marks. The addition of a few of the other essentially commercial subjects would equalise the purely classical and the purely commercial courses. In conclusion, I consider the Intermediate programme too much for the year; generally speaking, in fact, the youth of Ireland have little or no youth at the present time; they have too much to do.

11270. CHAIRMAN.—Just one or two questions with reference to that. You received our memorandum for the information of witnesses?—I did, my lord, but I have not a copy.

11271. That is no matter. Are you of opinion that commercial students should compete with students taking the grammar school course for an exhibition, or should there be two separate courses, one a grammar school course and the other a commercial school course, with exhibitions in each?—Up to the Preparatory Grade they ought to have competition on

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a common course, but beyond that they ought to be separate.

11272. And the competition ought to be between the students going in for the particular course?—There could be a competition between all if the marks were equalised.

11273. That is a very difficult thing to do. But which do you prefer—that we should alter our programme in the way that you have suggested, or that we should frame separate courses, having in each separate course certain compulsory subjects and certain optional subjects?—I would prefer that you should have competition, as I suggest—all competing together—if it can be done; if not, then, of course, the alternative.

11274. How do you mean "if it can be done;" of course it can be done, but the question is whether the commercial student would not be handicapped in that race?—He would not be if the commercial marks are equal to the classical.

11275. But the subjects represented by the marks must be of equal difficulty?—I think they could be made so, as I have shown.

CHAIRMAN.—The matter is referred to in the memorandum of questions, and doubtless you considered it, so I have no need to press you on the matter. I have no further question to trouble you with.

Mr. Justice MADDEN.—I have no questions to ask.

11276. Rev. Dr. SALMON.—I only wanted to know this. You know a good deal of Belfast, I suppose?—Yes.

11277. Are there many French or German clerks in Belfast?—There are a considerable number.

11278. About how many—do you know many yourself?—In nearly all the large business houses, especially linen houses, there is one, sometimes there are two. In such houses as York-street Mill, and Henry Mateer and Co.'s, there are three, and from one to three in the large business houses generally.

11279. When you were comparing the classical course with the commercial, you only compared the commercial French, but surely in order to know the commercial French a boy must know the ordinary French?—Yes.

11280. I thought you only took 200 marks?—Yes, but the ordinary French course is really on both sides.

11281. It may or may not be. If a boy takes Greek and Latin he need not know French?—More boys of the classical side, I would say, take French and German than do the boys on the commercial side, as a rule, in Belfast: they are optional on both sides.

11282. I do not think you are making a fair comparison when you only compare the commercial French. Some of the commercial people tell us that if a boy knows the ordinary language those technical terms are easily learnt later?—That would be utterly impossible; the courses are widely apart. I know that as a practical teacher.

Rev. Dr. SALMON.—I am only telling you what other witnesses have told us.

O'CONOR DON.—I do not want to ask you anything.

Rev. Dr. TODD MARTIN.—Nor do I.

11283. Dr. BARKLEY.—As regards the commercial course in languages, do you think the course as prescribed in our programme is really a suitable course for educational purposes?—I think it is, on the whole.

11284. We had illustrations given the other day of the character of the questions set in some of the commercial subjects, and it seemed to be shown that a boy examined in Italian required to be acquainted with the commercial phraseology of one particular business, a boy examined in German required to be acquainted with the commercial phraseology of another particular business, and a boy examined in French required to be acquainted with the commercial phraseology of another particular business; and there was no notice beforehand in the programmes that these particular businesses were to form the subject of examination?—It would be utterly impossible for a boy who simply learns the ordinary course in any of the modern Continental languages to do the business of a commercial house without learning the commercial terms and phrases; the programme of education must cover both the commercial and the ordinary course, from the commercial standpoint.

11285. But there are some things you would expect a boy who had made any progress in foreign languages to know something about; for instance, the metrical system of weights and measures, and the decimal system of coinage; but if you take the phraseology of a particular business, is that not likely to be learnt better when a boy has entered the business than at school beforehand, when he does not know what business he is going to enter?—It is just this difficulty that called into existence the commercial programmes of the London Chamber of Commerce and the Society of Arts—because of the superior knowledge of foreign clerks who take away situations from British youth.

11286. But is not the education in foreign languages which is given in Continental countries rather a general education in the languages than in the commercial phraseology in use in a particular country?—The ordinary French and German courses do not cover commercial phraseology at all in our programme.

11287. I know that, but I am speaking of the education in Germany itself. When a boy is taught English in Germany, is he not taught rather to speak, read, and write ordinary English than taught the phraseology of a particular business in England?—Oh, I could not answer that; but I do know that the German and French youth are quite equal to the work they are asked to do in large business houses in London. I have been over there for the very purpose of finding that out. They must have been taught commercial phraseology.

11288. But, surely, a boy must begin by acquiring a good general knowledge of the language before he begins learning the technical terms of a particular trade?—Quite so; the ordinary first, and the other comes after.

11289. If the commercial course were to be a quite separate course, with its own subjects, would it not be advisable to set a complete paper on French, containing the ordinary French, as well as whatever commercial French a boy was expected to have learnt at school?—That is my own opinion. Eventually I believe the schools will be separated into the classical, or grammar, schools, and the commercial schools, as they have been on the Continent, and as they have been in America; but for the present in Ireland the two courses are so mixed up in every Intermediate school they must go together.

11290. But I understand that on the Continent if a boy learns a language, he does not learn how to apply that language to business purposes at school; he learns that after?—He must do it at school, from the fact that hundreds—I may say thousands—of French and German youth are quite able to enter upon the business of London, Liverpool, and Belfast houses when they come to this country.

11291. But do you think they come direct from school, or do they serve an apprenticeship in Germany before coming to London?—They come direct from school. I was on the Continent a little while ago, and I made it a point to ask about that, and I found that they were taught the commercial parts of the language at school—otherwise they would not be able to do the work.

11292. Rev. Dr. TODD MARTIN.—Are they put in

charge of a department when they come?—No; they are under some one for a time.

11293. During that time of subordinate service could they not learn the technicalities of the business?—Well, of course they could, but it is not the work of the business firm to teach them.

11294. In the office they become familiar with these terms?—It is a long time before it can be done, and as a matter of fact French and German youth are employed simply because the English boys cannot do it in a reasonably short time.

11295. Dr. BARKLEY.—Some of the higher commercial colleges on the Continent are really colleges for boys who have passed through their school course, and wish to get a special commercial education after they have completed their school course, say at the age of seventeen or eighteen?—The London Chamber of Commerce begin their commercial course at ten years of age, and take it right through till the boy goes to business—as a rule at fifteen or sixteen. That is what is wanted in England, and I am sure in Ireland as well.

11296. Then you think the commercial course would naturally come to an end about the age of sixteen?—As a matter of fact, the leading business houses in Belfast, as Dr. Martin knows, will not take a boy over sixteen; they like them about fifteen, and the Intermediate is of no use to the commercial boys, as a rule, beyond sixteen.

11297. Then there is no use in having a special commercial side in the Senior Grade?—I would say it should be there for those who can afford the time, and want, perhaps, to become correspondents or travellers on the Continent afterwards, or to do the higher kinds of commercial work.

11298. Then it might be there, but there would only be a comparatively small number of commercial pupils who would be likely to take advantage of it?—My own experience is that we rarely have more than two boys—we have two boys this year—in the Middle Grade, and two in the Senior; sometimes there are three or four; but taking all the schools over the country there are very few boys—very few indeed.

11299. Do you remember that a number of years ago the Intermediate Board tried the experiment of having a distinct commercial course. At present it is not a separate course, it is merely the permission to take certain optional subjects as part of the ordinary course?—Yes, but the evil of that was that the marks were so low that the boys could not get the benefit of exhibitions and prizes by taking those subjects.

11300. CHAIRMAN.—Could not obtain an equal amount of results fees?—No, that is also simply impossible.

11301. Dr. BARKLEY.—We were told that the main fault of that programme was that it began at the Middle Grade?—It began where there was nothing, or almost nothing, to be done.

11302. That is what we were told—that it ought to have begun at an earlier period?—It would not pay the piper to begin at the Middle Grade.

11303. I think you teach both boys and girls in your school?—We do.

11304. Are there many girls who come to your school with a view to going to business afterwards?—The last two years I think there were about 140; on the average 70 girls go to business from our place annually.

11305. And do they leave at the same ages as the boys, at sixteen say?—Generally earlier, but they want chiefly the two subjects (besides the ordinary English course and arithmetic), shorthand and typewriting. I should say that typewriting is now fast taking the place of shorthand, and I believe it will eventually largely supersede it. What I mean by that is this—that where young fellows were formerly called into the office to get the instructions from the head man of the business, and take them down in shorthand, the head man now simply dictates his letter to the typewriter, who takes it down without the use of shorthand. If you can do anything in the way of encouraging typewriting I should say you ought to do it, and I think it could be done in the way I have previously mentioned.

11306. We were told by one witness that typewriting is very badly paid, and that there is no inducement to young people to go in for a secondary course of education in order to get employed as typewriters?—My experience is quite the reverse. It is of the utmost importance that you should have typewriting in your programme, and if possible examine in it.

11307. But have girls who are employed in typewriting any prospects in the future of getting into a better position in the business?—Well, the clerical work of the offices in Belfast is now being largely done by girls, and of course the boys are put to the one side.

11308. But have those girls any prospect of rising to the higher positions as they gain experience, or are they likely to remain in the position in which they enter the business?—Comparatively few rise to very much; they get a living, that is about all.

11309. So it does not look as if typewriting was a subject that would encourage girls to go in for special secondary education?—Oh, if a girl has ability, and is otherwise educated, she can make a living, and a good living, by typewriting.

11310. She could learn typewriting, and go into an office for the purpose of typewriting, if she had received simply the ordinary primary school education could she not?—She could succeed better with a secondary education.

11311. Most Rev. Dr. WALSH.—In this matter of shorthand and typewriting, I believe, some few years ago, shorthand was regarded as an accomplishment in a clerk?—It was.

11312. And at that time it commanded a substantial additional salary or remuneration?—Yes.

11313. But now I believe it is becoming so general, that it is almost indispensable to getting into an office, so that, important as it is, it no longer commands any special advantage?—In most business places in Belfast now they will not take a boy who does not know shorthand.

11314. That being so, shorthand is a very important part of commercial education?—Most important.

11315. What use does a boy make of shorthand when he goes into an office in Belfast? Do they put books and papers before him, and ask him to copy out as much as he can of them in shorthand?—No, his chief work is in taking the instructions of those in the office who are over him.

11316. These instructions are given out verbally or orally—and they are taken down in shorthand?—They are taken down in shorthand.

11317. What do you think of a system of commercial education that does not recognise that use of shorthand at all?—I would think it is most defective.

11318. But is not that our present system?—We have shorthand in the present system.

11319. Yes; writing things from one piece of paper on to another—what do you think of that as a test of shorthand in an examination?—As tests, I think they are on the whole fairly good—as tests of the knowledge of the pupil.

11320. Is there any test whatever of the capacity of the student to take down anything from dictation?—Oh, yes.

11321. In our present system?—No, not in dictation: there is none in our present system.

11322. But do you not think it very desirable to

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have such a test?—I think it would be very desirable if it could be done; but still the present system tests the knowledge of the pupil.

12323. Tests his knowledge—but does it test his power to apply that knowledge in the one and only form in which he will be called on to apply it in a merchant's office?—Not in that particular form, but it tests his power to write so many words a minute.

11324. Do you not know that it is an essentially different thing to copy out in shorthand a number of words from a book, and to take down in shorthand from dictation—and that the one really gives no clue to the other?—That is really the test in all international shorthand examinations.

11325. Without any dictation test?—The dictation would be, in my opinion, better, because it would be what the pupil would require in after life in business.

11326. Is not that precisely the thing we ought to look to in any system of education?—Yes; but for a test of ability to write shorthand one is as good as the other.

11327. As you say that, I must ask you do you write shorthand yourself?—I do not.

11328. So I thought. Now, do you consider it important to have reading and elocution introduced as part of our system?—Very important.

11329. Can you suggest any way of getting these important matters in under the present arrangements of the Intermediate Board?—I do not know of any way of getting them in under the present arrangements; it could be done of course by inspection.

11330. But without inspection do you know of any way of getting them?—I do not know any way.

11331. But you think they should have a place in the system?—I think they are of the utmost importance.

11332. Conversation in foreign languages cannot be tested under our present system?—It is impossible.

11333. And not only conversation, but even pronunciation—reading the foreign languages as they would be pronounced by natives?—Of course that is very vague, because some Frenchmen pronounce differently from others.

11334. But, generally speaking, instruction in the pronunciation of a language is important, and you do not see any way of getting it under our present system?—None.

11335. About commercial French and German. What precisely do you understand by commercial French—you used the expression, and we have it I think in our programme?—I mean, for instance, the names of articles of commerce, and I mean correspondence.

11336. Would you include under the name commerce all the different trades? Do you think, for instance, a boy should be turned out equally well fitted to go into a merchant's house, where the business was, let us say, the cycle trade, or the wine trade, or any other of a half dozen or dozen different trades one can think of—do you think he should be made up in all these?—All the ordinary branches of business.

11337. No matter what particular branch he was going to?—Quite so.

The witness withdrew.

Mr. Arnold Graves, Secretary, Commissioners of Charitable Donations and Bequests for Ireland, Hon. Secretary, Dublin Technical School and Pembroke Technical School, examined.

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11338. Chairman.—You are the Secretary of the Commissioners of Charitable Donations and Bequests, as we know?—Yes.

11339. And you are Honorary Secretary of the Dublin Technical School and the Pembroke Technical School, and I believe you have taken a great interest in technical education?—Yes.

11340. I suppose you recognise Intermediate education as an education which does not include technical education but leads up to it?—Which might or might not lead up to it.

11341. I think you may take it that according to our system it leads up to it, but does not include it?—It does not include it.

11342. Has it been your experience that the working of this Intermediate Education Act has in any way hindered the industrial development of the country?—Well, I should say it has hindered it considerably.

11343. In what way?—By tempting the youth belonging to the agricultural and industrial classes away from their ordinary avocations to a university career.

11344. When their future in life would not be of such a character that they could avail themselves advantageously of that university career. I suppose you would look upon it as a great advantage if the children of the humbler classes were enabled to obtain high positions in universities?—Yes, if there were corresponding openings in the professions, but having consulted the Census, I find that although the professional classes are given in very large round numbers as 214,243, that includes the Army, the Navy, the Constabulary, and other persons who are classed roughly as "professionals", the number of those engaged in the learned professions is not more than 21,000.

11345. That is rather enough for Ireland, is it not?—I think it is more than enough. I see the commercial classes are given at 83,173; the industrial classes at 656,410; and the agricultural classes at 936,759; and while practically no provision is made worth speaking of for the Intermediate education of the commercial, industrial, and agricultural classes, ample provision has been made for Intermediate education suitable to the professional classes.

11346. All that has been provided in fact?—One has been provided, but the other has not.

11347. You say large numbers of small farmers, shopkeepers, and artizans have been tempted by the extravagant prizes offered by the Intermediate Board to send their children to Intermediate schools Are you aware of that as a matter of fact?—It has been stated to me by large numbers of schoolmasters and other persons whose word I believe.

11348. You know it from the ordinary sources of information, and you are not stating it merely on *a priori* reasoning?—Yes.

11349. Now, in reference to the commercial course, I understand you are of opinion that sufficient encouragement has not been given under the Act to a course that would be suitable in after life to persons who were entering upon a commercial career?—That is my opinion.

11350. You are of opinion, I think, that there ought to be a commercial course as separate and distinct from the university or grammar school course?—Yes.

11351. Are you of opinion that there should be competition for exhibitions within each course separately, or that the students of each course should compete with each other for the exhibitions?—I think that there should be separate competition, because, in my opinion, it would be impossible to balance the two courses under the one examination so as to be able to decide that the commercial course

had the same intellectual weight as the grammar school course.

11352. I suppose you would be of opinion that we should make our arrangements in reference to each course so that there would be nothing to determine the choice of a boy or a teacher other than what was most in the interests of the boy; in other words, that equal advantages both to teacher and to student should be offered in each course?—Yes, sir. Unless the advantages are offered to the teacher as well as to the student, of course we can understand that the school would not be established.

11353. Human nature is human nature. But it is more as to the equality of them?—Yes.

11354. That they should be equal, and that there should be no competition between those courses?—Yes.

11355. I see you make some recommendations in reference to *viva voce* examination and the teaching of science. You recognise it as a disadvantage that there is no *viva voce* examination in modern languages and no practical teaching of chemistry and physics in a laboratory?—Yes.

11356. You are acquainted a good deal, I know, with science teaching, and with the teaching of foreign languages in England. Is such teaching recognised in England and abroad as mere waste of money, as mere sham teaching?—I am not aware of the teaching of science out of books only, and the examination of the students out of books only, existing anywhere except in Ireland.

11357. Are you aware yourself that the keen competition for Intermediate prizes has led to injurious over-pressure?—Well, I have known a great many parents of children of my own acquaintance who have complained.

11358. You suggest that we should resort to inspection?—Yes.

11359. Now, what is the nature of the inspection that you would suggest. Of course your opinion is that, when the State pays money to a school, it has a right, as a condition for paying that money, to require inspection?—To see that it gets value for the money expended.

11360. What is the character of the inspection that you would suggest?—The character of the inspection that I would suggest would be something on the lines of the Science and Art Department inspection, and also partly on the lines of the inspection of the Education Department, that is to say, that the school should be inspected to see that it is properly equipped with the apparatus for the teaching of the different subjects, that its hygienic arrangements are good, that the time table is suitable, and that in the time table sufficient provision is made for the adequate teaching of all the subjects taken up. Then I think that the inspector should also be sufficiently qualified to be able to judge of the efficient teaching in the different subjects.

11361. And amongst other matters he should inspect the methods of teaching?—Yes.

11362. And ascertain that by actually hearing the classes taught in his presence?—Hearing the classes taught in his presence, but not necessarily examining them himself. That would be a matter of detail. I think it would be almost impossible to get inspectors who would be competent to examine in all the different subjects.

11363. Would he not judge better of the method of teaching by hearing the teacher himself teaching?—Yes, certainly.

11364. I see you are of opinion that in classics, mathematics, and English, payments might be made, as heretofore, upon the result of the examinations, but subject to the inspector's report as to the school?—Yes.

11365. And you are of opinion that a different system ought to be adopted in reference to the payment of fees for subjects other than those I have mentioned?—I think so for this reason, that I think that in Latin and Greek, in the dead languages, and in mathematics a paper examination is a very fair and adequate test. It is recognised as such in the English universities, and I am informed that in many of the examinations in the English universities where they used to have *viva voce* examinations in Latin and Greek and mathematics, they have dropped them.

11366. The tendency is towards written examination?—Yes; and I think, therefore, that for those particular subjects paper examinations should be regarded as an adequate test, and that the grants might be made to depend partly upon the results of those examinations, subject to the report of the inspector.

11367. And partly on the inspection?—Yes.

11368. As regards the other subjects, which would include modern languages, applied sciences, and matters of that description, in your opinion how should the fees to the teachers be ascertained in reference to these subjects?—In those matters I think that it might be desirable to adopt the method of payment adopted by the Science and Art Department in the way they make payments for what used to be called "organised science schools."

11369. That is, shortly, upon the number of the classes and the attendances, the report as to the efficiency and equipment of the school, and matters of that description?—Yes.

11370. It does not involve examination?—It does not necessarily involve examination.

11371. Would you have any practical examination at the school. It does not involve a general examination?—I think it would be necessary to have an examination in those subjects in the school. And if the inspection was confined to modern languages and science, it would be possible to obtain inspectors who would be competent to conduct examinations in that limited range of subjects.

11372. And the examinations need not necessarily take place at the same time of the year?—Not necessarily.

11373. The inspectors might be occupied during the year, except at vacation time, going from school to school?—Yes.

11374. I see you have made some recommendations in reference to building and furnishing grants. You think it would be advantageous if we could obtain some power to advance money for building by way of gift or loan?—It would be very desirable for this reason. I myself visited a great many Intermediate schools in Ireland, and I found them almost entirely devoid of anything in the way of apparatus for teaching either science or chemistry. Evidence has been given before this Commission already that the cost of such apparatus would not necessarily be very large. But even if you have the apparatus you require some building to put it into, and as our schools are very limited in their means, unless building grants are made the probability is that laboratories will not be built.

11375. Are you aware whether grants are frequently made by county councils in England to grammar schools to enable them to build laboratories and so provide science teaching?—Yes, sir. There were in England last year, speaking from recollection, 200 "organised science schools," and of those 200 a very large proportion were grammar schools.

11376. Leaving out the word "grammar," the county councils do, as a matter of fact, make grants to secondary schools?—Yes, for the purpose of providing instruction in science.

11377. And for erecting the laboratories?—Yes.

11378. The next matter that you have referred to is the training of teachers. I will pass that over for a moment. I may tell you that that introduces

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one difficult question in reference to university education, and I want, as far as possible, to keep clear of that. And another reason is that there is a Bill in Parliament, or was last year, and it will be introduced this year, in reference to the registration of teachers in England?—It does not apply to Ireland.

11379. I know that. But it seems to me that Parliament would be the proper place to discuss about applying it to Ireland. I dare say you will be asked about that. I will pass it over for the present. You think that the number of exhibitions offered by us is too great?—Yes.

11380. And that the result is, especially in the Junior Grade, that we give exhibitions for mediocrity?—Yes.

11381. Of course you would be of opinion that we ought to retain a small number of exhibitions in order to enable brilliant pupils to go on and improve their position in life?—That is a matter for consideration. But I think that exhibitions should only be tenable by persons whose parents would not otherwise be able to afford their children a higher education. There should be a test.

11382. That is a difficult subject. Where would you draw the line?—I should make the parent make a declaration of poverty.

11383. But everybody is poor. It is a mere question of degree. Would it depend upon the income of the parent?—This subject has been considered a good deal by the Secondary Education Commission of 1894. They suggested to draw the line at a parent with an income of £500 a year?—The Science and Art Department used to draw the line at £500 a year.

11384. Would you wish that we should arrange as best we could so that we should give money exhibitions only to the children of those people who could not afford to educate their children otherwise?—Yes; and your money would go so much further.

11385. Rev. Dr. SALMON.—Would you count the number of children the man with £500 a year had? If a parent made a declaration of poverty, the details would be for the consideration of the Board.

11386. CHAIRMAN.—Now, as to this matter of the commercial course. Tell me in general terms what you would suggest as the programme of the commercial course. First, as to the stage of the education, when should the course bifurcate, divide into two—the commercial and the university?—I think the bifurcation might very well be postponed to the Middle Grade.

11387. In the Middle Grade what would you suggest as the commercial course—that is, if you have considered it?—Yes, I have considered it. I think your own course is on the whole a very suitable course; but I would be disposed to add to it science, that is, physics and chemistry, and drawing. Those recommendations were made by the Dublin Chamber of Commerce.

11388. You would have English, I suppose?—Yes, sir.

11389. Paying special attention, I suppose, to handwriting?—Special attention to handwriting.

11391. You would have arithmetic?—Yes, including book-keeping.

11391. Now, as to book-keeping, it has been suggested to us by commercial gentlemen that the less book-keeping we taught, the better, because, they say, that when a boy goes into a mercantile office the first thing he has to do is to forget everything that he has learned about book-keeping, in order that he may take up the special system of book-keeping adopted in the particular office?—I think, if he is taught the principles of book-keeping, he would learn the practice of it afterwards in business. In technical education we don't teach manual dexterity, but the principles of science and art underlying industry, and it should be the same in book-keeping.

11392. I suppose you would require the learning of one language in addition to English?—One certainly, if not two—one in the Middle, and two in the Senior.

11393. I am speaking of the Senior Grade only. You would require that that one should be either French or German?—I should leave it alternative.

11394. You would give as an alternative the taking of Latin?—I should have no objection to Latin as an optional subject.

11395. I am now speaking of compulsory subjects. It should be one language?—One language.

11396. Then there should be some mathematics?—Mathematics, of course.

11397. And natural science?—Yes, physics and chemistry.

11398. Would that be the substance of the course, with, perhaps, giving some power to take additional subjects, such as shorthand?—Shorthand, certainly. With regard to type-writing, I think that type-writing is not in any sense educational.

11399. It is mechanical?—It is mechanical. And I don't think that in a course fixed by an Education Department, a subject that is not educational should be encouraged. I have no objection to its being taught in commercial schools. Type-writing is a subject that can be acquired, particularly by a boy or girl who has learned the piano, in a comparatively short time, certainly in a year.

11400. You have an objection to our giving prizes in money, as distinguished from giving prizes in books?—Yes.

11401. Our small prizes, you are aware, are given in books?—Yes.

11402. It is exhibitions, then, that you object to in this observation?—No; money prizes.

11403. Composition prizes?—Yes,

11404. You think that those ought to be given in books?—Yes, in books.

11405. You are of opinion that the Preparatory Grade should be retained?—Yes.

11406. And no alteration made in the limit of age?—On that point, I should like to give some evidence that was not in my printed paper. In connection with these Preparatory exhibitions, I should like to state that when the Beer and Spirit money was first handed over to the Intermediate Board, in fact, almost the day after the announcement was made by Mr. Balfour, I wrote a letter to the papers, suggesting the using of part of this money in the establishment of a Junior Grade, a grade which might be used as a bridge between the elementary and the secondary schools, and this suggestion was adopted. I do not say that it was adopted as the result of my having written that letter. The idea might have occurred to other minds.

11407. As a matter of fact, I had suggested the Preparatory Grade more than five years before the Act came in. The same idea occurs to different minds?—That is what I wished to convey. My present suggestion is that the subjects for examination in the Preparatory Grade should be of such a character that the best boys in the elementary schools might present themselves for the examination.

11408. Well, then, what programme would you suggest for this Preparatory Grade? Would you have it in the nature of an entrance examination for the Intermediate system?—That is my idea. Like the entrance scholarships in the English public schools. The subjects taught in the elementary schools include reading, writing, arithmetic, spelling, grammar, geography, book-keeping, drawing, geometry, mensuration, algebra, mechanics, physical geography. I would suggest that the examination for the Preparatory Grade should be confined to these subjects, with French perhaps as an optional subject.

11409. Have you not got Latin in that?—Latin is one of the optional subjects. But I should not be disposed to make Latin a subject.

11410. Would you make it an optional subject?—No, because Latin is only taught in twenty-eight National schools, and, therefore, if you put Latin into the course, the effect would be that the children in the elementary schools would be beaten in the race by the children of private elementary schools.

11411. Would not the teaching of the children in the private elementary schools in Latin then be postponed until it was too late to take it up. You say the limit of age is 14. The idea of a boy of 14 going to a university and not knowing any Latin —that would be a revolution, Mr. Graves, would it not?—With regard to the boys in the grammar schools I would leave things as they were before the establishment of the Preparatory Grade. It would only be the candidates for the Preparatory Grade (who would be confined to children at poor schools) who would know no Latin at 13 or 14; and I do not see how we could do any better for them.

11412. You state that in the Junior Grade you would not permit any candidate to take up more than one language?—One modern language.

11413. I have asked you already about the commercial course. I find you suggest now, as I had at one time suggested, that there should be three courses instead of two—a grammar school course, a science course, and a commercial course?—Yes.

11414. I should like to know how the science course would differ from the commercial course?—The science course I would propose would be very much the science course adopted by the Science and Art Department for science schools, and extending over three, or possibly four, years. The subjects are given in the Directory of the Science and Art Department.

11415. What page of the Directory of the present year?—Page 52.

11416. I do not know if you will agree with the suggestion that I am about to make. It has been suggested that, as the Science and Art Department held examinations in science throughout the country, we might get power to adopt their certificates of examination, and treat those as an equivalent to an award by our own examiners. What do you say to that suggestion?—As if they were awards by your own examiners, and then take them into account in totting up your marks?

11417. Yes; by our own examiners?—At your annual examinations?

11418. Yes. I understand that the suggestion was that instead of our holding a practical examination in chemistry, the practical examination ought to be held by the inspectors of the Science and Art Department, and that we should deal with his certificate in all respects as if it had been an award of our own examiners?—I think it would be a very embarrassing position for one Government department to use the officer of another Government department, and I think the position of the official, who would be serving two masters, would be very difficult.

11419. What, if we took his results, and acted upon them?—Without recognising him in any other way?

11420. Without recognising him in any other way. We recognise him as a competent person to ascertain the amount of knowledge of the student. Is there not great objection in subjecting these children to numerous examinations?—I have not considered this matter, and I don't like to give an opinion upon a matter which I have not considered.

11421. That is quite right?—This I would like to say, that it is extremely probable that the Science and Art Department will have no further jurisdiction in Ireland after this Agricultural and Industries Bill has become law.

11422. And you hope to get their money?—We hope to get their money.

11423. And we have an idea that possibly we may get a little of it?—As that has been suggested by other witnesses, I would like to state something in reference to it.

11424. State what you like?—What I wish to point out is this, that the instruction in science and art given by the Science and Art Department is instruction in practical science and art, and I would refer your lordship to page 8, in the Calendar of the Department, where these words occur: "The scheme, dated 16th March, 1853, in which the Treasury concurred, was intended to extend a system of encouragement to local institutions for practical science, similar to that already commenced in the Department of Practical Art." And I would submit, when it comes to dividing the inheritance, that the board which takes charge of the technical and industrial education of the country would have a superior claim to the Intermediate Board, which takes charge of professional education.

11425. But you think that we would not be a fair tribunal to decide that question, being interested in it ourselves?—Yes.

11426. Mr. Justice MADDEN.—You suggest specialization, or the bifurcation of courses, not sooner than the Middle Grade. You would not have specialization at an earlier stage than the Middle Grade?—No, sir. But I do not mean to say that the education given in a commercial school might not lead up to it.

11427. But dealing with our programme, you would not specialize?—No, I would not be disposed to specialize.

11428. Don't understand me as differing from you in the least. But I would call your attention to the evidence of the last witness who was examined here. He feels, like you, that a large proportion of the students in Ireland would naturally be attracted to a commercial rather than to a university course. But his evidence, as I understood it, was that the great majority of those who go in for commercial life enter upon it at the age of 16—17 is the limit of the Middle Grade—and if that were so, would there not be a difficulty in adjusting our course to the needs of those boys?—I think it would be quite practicable to hold a Junior Grade examination in which, without specializing in commercial subjects, you might give encouragement to modern subjects underlying commercial education. That is to say, an examination in French without commercial French, an examination in history without commercial history, an examination in geography without commercial geography, an examination in arithmetic without book-keeping, and so on; in fact, an examination which would help to lay the foundation for commercial education, which, I think, ought to begin at 16.

11429. I am not questioning the importance of laying a foundation of good general education, and deferring specialisation for some time; but a difficulty arises with regard to our commercial course; you say that we have not afforded sufficient inducement to schools to develop that branch of education?—Yes.

11430. Our courses should be so arranged that it would pay the schools equally to take up either the commercial or the university course?—Yes.

11431. I do not want a definite answer from you if you have not considered the matter fully; but you see that if you do not separate the courses until after the age at which boys who are intended for commercial life generally leave school, there would be a difficulty. I wish you would consider the matter, and send us your suggestion as to what in your opinion the courses should be. I do not ask you to do it now; I know that opinions offered on the moment are not as valuable as those which have been given on full consideration?—I confess I have

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not had an opportunity of giving as much attention to the matter as I would like; but I would throw out for consideration that the Junior Grade in the commercial course should be a modern course, without specialising.

11432. Without binding you to a definite opinion, would it not be possible to have a commercial course, different throughout from the university or grammar school course, but in the Preparatory and Junior Grades comprising a larger element of liberal education?—That is very much what I wished to express.

11433. To introduce in the earlier stage a larger element of liberal education, and in the Middle and Senior Grades to give a greater preponderance to commercial subjects?—Yes.

11434. Rev. Dr. SALMON.—We want to equalise the courses; but is it possible to make them equal? Is not the time of training longer in one than in the other? Do not boys who are intended for shops and commercial houses leave school at an earlier age than those who intend to enter a university or a profession?—A very large number of boys go into shops before 16 years of age; but I think that those who are intended for occupations of a higher rank in commerce do not go to business until they are 17 or 18.

11435. That, I think, is putting a different meaning upon the word?—I think that boys intended for commercial pursuits may, roughly speaking, be divided into two classes—leaders of commerce and servitors—the latter class, who are intended for the humbler positions, generally leave school at 14 or 15 to earn their living. Of course, in the case of boys of that class, unless they had the good fortune to win an exhibition, it would be impossible for them to go to a school intended to train youths for the higher positions in commercial life.

11436. It has been alleged that the effect of our giving greater weight to the grammar school, or university course, is that boys who continue at school till the Middle and Senior Grades take up that course, instead of the modern, or commercial course?—Yes.

11437. It seems to me that that arises chiefly from the fact that boys who intend to enter upon commercial life, and who are not going in for the higher ranks of commerce, have to go to business early, and cannot continue their studies at school?—I am sure that is to a great extent the reason of it.

11438. As a matter of fact, the great majority of boys leave after the Preparatory and Junior Grades, and do not go for the Middle and Senior Grades?—That is so.

11439. But there would be still the same disproportion, even if we made the commercial course of equal value with the other?—I have no doubt that would be so at first, and that for some years you would have only a small number going in for the commercial course, in the higher grades; but I think that if persevered in the numbers will grow, and people will ultimately recognise the value of the commercial education given in the schools.

11440. Would not the circumstances of the country affect that very much. The value of the education would to a great extent depend upon what use a boy could make of it; and the openings for the higher positions in commerce are very limited, especially in Ireland?—Of course they are limited, as compared with England; but still they must be larger than the openings in professional pursuits, because according to the census there are only 21,000 persons belonging to the professional classes in Ireland, as against 82,000 in the commercial classes.

11441. You are counting, in those figures, those whom you have described as "servitors"?—That is, of course, quite true; at the same time there must be a considerable number of openings for employment in commercial pursuits, and the number who enter the commercial course at the Intermediate examinations is small compared to the requirements of Irish commerce.

11442. There are a good many subjects in what is called the commercial course that are not wanted at all for ordinary shopkeepers. What do they want to know of French or German?—With great respect, sir, it is not merely for ordinary small shopkeepers that the commercial course is required; it is required for foreign correspondents in mercantile houses which deal with foreign countries, for persons employed in the offices of merchants and manufacturers, and not merely small traders.

11443. I am afraid that if you leave out the small traders from the 82,000 belonging to the "commercial classes," the number of merchants and manufacturers would not be very different from the 21,000 of the professional classes?—I think that one of the reasons why we have such a small amount of commerce and manufactures in this country is because our educational departments have devoted their energies chiefly to teaching literary subjects, and not to the teaching of commercial, scientific, and technical subjects; and that if this and other educational departments devoted more attention to commercial, scientific, and technical education, you would find a much greater development of the commerce and manufactures of the country, and a much larger employment for the youth of the country.

11444. You speak of the development of manufactures, but for the development of manufactures you must have the materials, and the chief materials of manufacture—coal and iron—we have not got in this country?—Of course coal and iron are not here, but there are materials for manufacture in the country, if they were properly taken advantage of. There are other countries, which have enormous manufactures, and which have neither coal nor iron.

11445. CHAIRMAN.—We are not worse off here, in that respect, than Belfast?—No; not worse off than Belfast. I was reading some time since a very interesting work on that subject—Kane's "Industrial Resources of Ireland"—almost the only book which has gone into the subject fully; and he shows that there are abundant materials for manufacture in Ireland, if they were turned properly to account.

11446. Rev. Dr. SALMON.—I have been told by persons who ought to know, that no book has done so much injury to the industry of Ireland as that work has done, by leading people to pursue industries which were not profitable, and which ended in failure and disappointment?—If industries are pursued by ignorant people, it is not to be wondered at that they turn out unprofitable; but if they are pursued by people who are Technically educated, and understand them, it would be a wholly different thing.

11447. Rev. Dr. TODD MARTIN.—With regard to the commercial course, a difficulty has been suggested, which is rather a serious one—that, as a rule, in commercial houses, apprentices are taken in at not later than 16 years of age; and that even in large places of business they do not want to have them later than 16?—Of course, you are stating a fact, which I am not able to controvert.

11448. CHAIRMAN.—You may assume that it is the fact in Belfast?—Yes; that is so, with regard to the lower departments of commercial employment.

11449. Rev. Dr. TODD MARTIN.—Then, as to the higher departments of commercial work, of course merchants send their sons to the university, and take them in afterwards into their houses of business?—Yes; probably some of them do.

11450. With regard to the lower class of appointments, whom you call the "servitors" of commerce, the better class of National schools provide for the education of that department; so that, out of the 82,000 persons you mention as belonging to the commercial class, there is not such a large number unprovided for?—Of course, I did not mean to say that the number whose education was unprovided

for was so enormous as that; but, still, the proportion of the commercial class who require to be provided with education must, I think, be larger than that of the professional class.

11451. Taking 21,000 as the number of the professional class, how many boys, do you suppose, on the average, would require an education suitable for that class each year?—Let us take the numbers of the various professional classes; there are in the Civil Service, 1,638; Roman Catholic clergy, 3,502; Church of Ireland clergy, 1,734; ministers of other denominations, 1,036; barristers and solicitors, including those who do not practise, 2,080; doctors, 2,000; schoolmasters, (that would include elementary schoolmasters), 7,066; lecturers (whatever they are), 979; authors, 364; reporters, 233; architects, 279; other persons not otherwise enumerated, bringing up the total to about 21,000. With regard to the average number entering each year, we may take it that a man enters his profession at 22 or 23; and his expectation of service would be, I suppose, forty years—that is the expectation in the Civil Service—it is, perhaps, rather high; but taking that as the average, it would give you one-fortieth of the 21,000 each year; that would be about 500 vacancies.

11452. That is to say, about 500 are to be brought to the door of the professions each year?—Yes; the schools ought at the present moment to turn out that number each year. Now, I estimate that there are 21,500 boys receiving education in the Intermediate schools. I have arrived at that number by simply multiplying by three the numbers who present themselves for the Intermediate examinations; I understand it has been given in evidence that about one-third of the number receiving education in our Intermediate schools present themselves for the Intermediate examinations.

11453. Dr. BARKLEY.—You have left the girls out of account?—I have, purposely.

11454. Rev. Dr. TODD MARTIN.—When you say there are 21,500 receiving education, of course, you must take into consideration the number of years they have to remain in the schools undergoing instruction in the school course?—Of course.

11455. So that you should divide the 21,500 by eight or nine, the number of years from the time they enter the school, till the close of the school course?—Not nine; I would say eight—seven or eight.

11456. You have not taken account of the very large export of intellectually trained men from Ireland to England, Scotland, and elsewhere?—That, of course, is perfectly true; but, I think, it is a great pity for us to educate the youth of the country in such a way that the bulk of them are unable to find employment in this country; and that in consequence of receiving an education which unfits them for employment at home, they are obliged to go away to other countries.

11457. CHAIRMAN.—They go abroad, and govern the world?—I don't think we should drive them abroad, by giving them an education which will unfit them for employment at home.

11458. Every father of a large family is obliged to send some of them abroad?—Yes; no doubt, that is very good. I hope one of my own boys will do the same.

11459. Dr. BARKLEY.—Your suggestion is that the bifurcation, or the division of the commercial from the university or grammar school course, should be postponed till the Middle Grade. I suppose you are aware that a large proportion of the candidates at our examinations disappear after the Junior Grade, and with regard especially to the commercial course, that those who are intended for commercial pursuits do not remain on in the higher grades. In fact, we were told to-day by a witness, who has charge of a large commercial college, that most of the boys and girls leave at 16, and that only a small minority remain on for the Middle and Senior Grades, if they intend to go into commercial pursuits; and that even some of them are induced to enter college, and turn to a professional life, by the influence of our exhibitions?—Yes. I quite appreciate the difficulty you have raised. I think you should take me as approaching the question from an academic point of view, rather than a practical point of view. That is to say, I am suggesting what I consider, from an educational point of view, the right age at which instruction should be given in those subjects; but, of course, the interest of the individual candidates is to be consulted, and if it appears that a boy must enter business at 16, and that he won't be taken after 16, that would entirely alter any suggestion I have got to make, because I would like above all things to be practical.

11460. In Germany they go in for the "Leaving Examination," after a six years' course—that means, at 16?—Yes.

11461. We were told by one of the witnesses that the cause of the failure of the commercial course, which we tried for two years, was that it began at the Middle Grade, and that there was no corresponding course for the Junior Grades?—That, also, is a practical statement of fact, which, if well founded, would render my suggestions not so valuable from a practical point of view, as from a theoretical point of view.

11462. Most Rev. Dr. WALSH.—I wish to ask you a question or two in reference to boys coming from primary schools. You say in your written statement "Results fees could not, of course, be paid to teachers in the elementary schools," but "a limited number of exhibitions, of a moderate amount, sufficient to pay the school expenses, might be established." What "school expenses" do you refer to?—Well, I think sufficient to enable the boy to pay for his school expenses and his subsistence.

11463. Do you mean in the following year?—In the following year.

11464. Then, the unfortunate National school teacher would get nothing?—Well, it seems to me that under your Act a National teacher could get no payment.

11465. But if the Act were altered in that respect—would you object to such an alteration?—No; I should have no objection whatever to that.

11466. You think a grant should be made to such a teacher for the work done on such a pupil?—Yes.

11467. Rev. Dr. TODD MARTIN.—Do you propose that that should apply exclusively to the case of pupils transferred from the National schools to secondary schools?—Yes.

11468. You would take no account of the large number of pupils in elementary schools that are not National schools?—Certainly; I should not exclude any elementary schools.

11469. You would not exclude schools that were not National schools?—No. There were one or two small points which, perhaps, you would allow me to mention. With regard to the number receiving instruction in the Intermediate schools in Ireland, I wish to make a comparison. I have some figures here relating to education in Bavaria; they are not very new, but, perhaps, they are all the better for not being new. They show how much we are behind Germany in the matter of education. In 1885, the number of pupils attending the *gymnasia* in Bavaria was 14,069; those attending the *real-schulen* (which correspond to the "organised science schools") were 8,076; and in the "Agricultural Continuation Schools," in which, in addition to the ordinary education given in all the Continuation Schools, they receive instruction in science as applied to agriculture, there were 9,061; and there were 1,111 in the Commercial Schools. Now, comparing those figures with those for Ireland, I find,

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if my figures are correct, there are only 21,000 in all Ireland receiving an Intermediate education of a character like that given in the *gymnasia*. There are none in Ireland receiving instruction like that given in the *real-schulen*; and there are no Agricultural Continuation Schools, and, practically, no Commercial Schools. I wish merely to put those figures before you. Now, I understand that the Commission would wish me to say something as to the question of training for teachers.

11470. Most Rev. Dr. WALSH.—Before you come to that question, I wish to ask you, with reference to the figures you have just quoted, whether you have considered the light thrown upon those figures by the German Military System?—Yes; no doubt that has had an influence.

11471. I happened to be staying some years ago in a German town, in which a number of students were attending one of those agricultural schools; and I was told that it was simply a device for the purpose of getting rid of the three years' military service, because if students passed the examination they were let off with one year's military service, and, besides, that one year was spent under far more agreeable conditions than those of the ordinary soldier's service; except for a very short time, for instance, these "one year's" men were not obliged to live in barracks, and there were many other advantages?—I was not aware that that was the case with those schools; but I know it is so with regard to some of the higher schools.

11472. CHAIRMAN.—I think I interrupted you some time ago, when you were going to refer to the training of teachers; we shall be glad to hear what you have to say on that subject?—I wished to call the attention of the Commission to the practice as regards the training of secondary school teachers in Germany and France. In Ireland there is practically no provision for that. The only provision, if it can be called a provision, is, that quite recently, an examination for teachers has been instituted at the Royal University.

11473. And also in Trinity College?—Yes; but it is merely an examination. No provision whatever has been made for the training of teachers in secondary or Intermediate schools. In Germany, the practice is this: a teacher in a secondary school in Germany must have passed through a *gymnasium* or a *real-schule*, and have passed the "leaving examination." At the end of that he must pass three years at a training college, receiving instruction in pedagogy, or the art of teaching. There are institutions for that purpose in all the large towns. Then, having passed through the course of training, he becomes a "supplent," and has to spend three years at least as an apprentice at a *gymnasium*, on a small salary, and must get a certificate from the director before he can become a teacher. That is what they require in Germany. In France, with the exception of a few private schools, the *Lycées*, or Intermediate schools, are all State schools; and no person is permitted to teach in the *Lycées* who has not undergone a course of training; and all State school teachers are registered.

11474. One question with reference to your suggested transition from the elementary schools to the schools under the Intermediate system. I quite recognise that it would be an advantage if we could facilitate and encourage a brilliant youth to leave one class of school, and enter another; but I think it really ought to be confined to the case of brilliant youths, for, if not, we should be only taking them out of their own sphere of life, and placing them in a position for which they were unfitted?—Yes; that is entirely my view.

11475. Our Preparatory Grade examination is for pupils under 14; that is, they pass out of the Preparatory Grade when about 14?—Yes.

11476. What would you say to having an entrance examination in the Preparatory Grade, specially for those National school pupils; and that some small exhibitions should be awarded upon the lines you have indicated; of course, it should be without Latin, and deal only with the subjects they would have learned in the National school; and that if they passed that examination creditably, and were rewarded with an exhibition, they could apply themselves to study for the Preparatory Grade, and at the end of that, being under 14, pass the Preparatory Grade examination?—My only objection to that would be that it would entail an additional examination.

11477. But it would be only for a special class?—What I would be disposed to do, in order to give them a chance, would be to fix the age for this transition grade at 13.

11478. That is what I say; that would be the effect of what I suggest. You would have that examination at 13?—Yes; otherwise they would not have time to master the various subjects of a secondary education before attaining the maximum age.

11479. I know that there are, occasionally, very brilliant pupils in the National schools—and that some of them are filling high positions in the country?—Quite so; but whether they should be got hold of by passing an examination, or by the report of an inspector of National schools, is a question to be considered.

11480. Probably, only those should be examined who were recommended by the inspector?—Yes; probably some such arrangement as that might be made.

The witness withdrew.

The Commission adjourned until Tuesday, February 21st.

TWENTY-THIRD DAY—TUESDAY, FEBRUARY 21ST, 1899.

Feb. 21, 1899.

AT 11 O'CLOCK A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace The Most Reverend WILLIAM J. WALSH, D.D., Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

W. J. M. STARKIE, M.A., LITT.D., Resident Commissioner of National Education, examined.

W. J. M. Starkie, M.A., LITT.D.

11481. CHAIRMAN.—Dr. Starkie, you, until a few days since, were President of the Queen's College, Galway?—I am still.

11482. You have been just appointed Resident Commissioner of National Education?—Yes.

11483. And previously to being appointed President of the Queen's College, Galway, you were one of the Fellows of Trinity College, Dublin?—Yes.

11484. You have examined for us on several occasions?—Yes, on five occasions.

11485. Will you kindly state the years?—In 1887, 1888, 1892, 1893, and 1897.

11486. Before I ask you some general questions I should like to direct your attention to what you observed in the course of our examinations. Was 1887 the first year in which you examined for us?—Yes.

11487. I observe in your report in that year you say:—"In the Middle Grade, the prepared passages from Virgil were, on the whole, satisfactorily rendered, but the minuter points were almost invariably missed. Judging from the similarity of style in the renderings of all the candidates, I imagine that they must have been drawn from some common source, probably from Boyd's edition of Anthon's Virgil. I think it would be well that masters should remember that since the publication of Conington's edition, Anthonian renderings and explanations are obviously out of date. In many cases a strange ignorance of the subject-matter of Aeneid II. was shown." In reference to the Junior Grade, a joint report by you and Mr. Armour was sent in, in which the following passage occurs:—"A considerable number of the candidates made no serious attempt at answering any part of the paper. Their presence at the examination seems to have been a matter of form. The others as a whole did well. Very many of the papers were exceedingly well done. The prepared passages were by some brilliantly rendered, but a portion of the candidates entirely failed to extract any sense out of the Latin. The unprescribed passage for translation was attempted by the majority of those who attempted any part of the paper, and was translated in a way which proves that Latin is carefully taught in the schools. The papers afford abundant evidence that the system of cramming for examination is being discredited—a very hopeful sign for the future"?—That really is not my report, and I never saw it.

11488. The latter is not your report?—No: it is not my report. I never saw it. I remember the year very well. I was put down nominally to examine the Junior Grade, but I think I had only 200 papers, and Mr. Armour had 1,000, and so I wrote no report. I see that those reports are not consistent, and I hold by the first.

11489. What was the second year in which you examined?—1888.

11490. In 1888 you say, "The answering in grammar was excellent in style and accuracy, and showed that Greek is carefully taught in most of the schools. Very few boys indeed failed to get the required number of marks in this subject. However, it would be well that more attention should be given to the study of the Greek particles. It seems to be generally thought that '*indeed*' represents sufficiently all significations. The style of the Greek compositions in a few cases was excellent. The exercises that won the extra prizes seemed to be quite above the average. However, some of the candidates evidently had not sufficient practice in consecutive translation. The translations of the prepared passages were accurate, and, in most cases, idiomatic; but hardly sufficient knowledge was shown of the notes of the best commentator." In the Middle Grade, second paper, you say—"The translations of the prepared passage were sadly wanting in accuracy. A free style of translation was adopted, that missed all the more minute points, without a counterbalancing gain in elegance. A very insufficient grasp was displayed of the general sense, or of the grammatical difficulties in the passages. Good editions of the 'Apology' are numerous, and certainly deserve to have been more studied than they seem to have been. The translations of the unprepared passages were very unequal. Most candidates were satisfied with writing down the meanings of the words as they came, without attempting to grasp the general sense. However in a few cases the renderings given were really admirable. No fault could be found with the style of answering in history."

11491. No one joins you in that report?—No; that is my own report.

11492. That is your report?—Yes.

11493. In the Middle Grade, in 1892, you said—"The grammar questions were, on the whole, well answered. The translations of the sentences set for composition were disappointing. Many candidates were unable to write down the commonest Greek words correctly, and almost all displayed a strange forgetfulness of the simplest rules of syntax, which, as was proved by their answering in grammar, must have been quite familiar to them. The translations of the prepared work were of great merit," and then you give some suggestions. In the Preparatory Grade, you say, "The knowledge of Greek possessed by the candidates in this grade contrasts very favourably with that displayed by the candidates in the Junior Grade. The translations from Xenophon were, on the whole, better done, and the attempts to grasp the general sense of the unprepared passage more promising. Indeed the general answering was most creditable, considering the age of the candidates. The questions on history were admirably answered." That was your report?—Yes.

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11494. In 1893, in a joint report of Mr Morgan, yourself, Mr. Sandford, and Mr. Herbert Wilson, the following passages occur (this is in reference to the Junior Grade, first paper):—"The answering in grammar was below the average of recent years. Most of the candidates displayed astonishing ignorance of the simplest rules of accidence and syntax. Questions 2 (*nouns*) and 4 (*b*) (conjugation of *verbs*) produced very inaccurate answers; while 3 (*a*) (comparison of *adjectives*) and 5 and 6 (Syntax) seemed much more familiar to the students. The tendency to neglect the plain essentials of sound grammatical knowledge, and to devote undue attention to mere abnormalities (which are supposed to pay at an examination) is one that should be checked. A surprisingly large number failed to decline *iter* and *dies* (question 1). The sentences set for composition were, on the whole, very badly done, the most ordinary rules being frequently violated. The translations from Latin into English were generally good, and the questions on the author were well answered." Then in 1897, Middle Grade, second paper, boys and girls, you say—"The passages from the *Hecuba* were rendered with moderate accuracy. The general sense of the Greek was correctly given, but the more subtle points of scholarship were, for the most part, disregarded. The close—almost verbal—resemblance between the renderings of the majority of the candidates proves, almost to demonstration, that some inferior 'crib' had been learned by heart, and that the students preferred to draw upon the storehouse of their memories than to translate independently the Greek that lay before them. Such a method of translation will never deceive an experienced examiner, and candidates are recommended in their own interests to pursue the straight and expeditious path of learning the Greek language, rather than to strain their memories by overloading them with a mass of verbiage of less than no educational value. The grammar questions, though simple, seemed to present insuperable difficulties to a large proportion of the candidates. The use of *ἵνα* with the imperfect and *aorist* indicative (question 2 (*b*), although fully explained in the edition of the *Hecuba* recommended by the Commissioners, was practically unknown to all. The passages set for unseen translation were admirably rendered by the best scholars, but the weaker vessels fared less satisfactorily. The majority of the students were quite unable to keep a firm grasp on the sense of a consecutive passage, or to steer their way successfully through a long, though simple, Demosthenic period. The long-continued misuse of 'cribs' has trained young scholars to translate *pedetemptim*, and to treat the *matter* of a passage or work as of no conceivable importance. The study of an ancient literature, conducted on such principles, is positively injurious to the intellect. In fact, it may be said without exaggeration, that a boy's brain is never in such a state of absolute passivity as when he has a translation in his hand. The historical questions were well answered. In this subject a marked advance has been made in recent years." That is your last report, the report for the year 1897?—Yes.

11495. Now, refreshing your memory by those reports, will you have the kindness to tell us your opinion as to the teaching of Greek and Latin, which were, I think, the subjects in which you examined, to the bulk of the candidates; I do not mean the exhibitioners and specially good students. Are you of opinion that they were well taught, or were unsound methods of education resorted to?—As you can see from my last report, it was with the method of teaching that I found greatest fault.

11496. The method of teaching; that is what I want?—I think the method of teaching is radically vicious.

11497. That is what I want to direct your attention to. That is the opinion that you formed from your experience during the entire time you were an examiner?—Yes, and it always made me sorry for the amount of energy that was wasted in teaching the students on wrong lines; the years ran by and they learnt absolutely nothing. The memory was trained in a way that it did not require to be trained; the analytical powers and the powers of judgment required to be trained, but those faculties were absolutely neglected.

11498. In fact their memories were trained only to learn passages off by heart?—Only to learn passages off by heart.

11499. And possibly under the mode of marking laid down by our rules they were able to pass by answering satisfactorily in the prepared text and also the history questions?—Certainly.

11500. That could be done without any real knowledge of the language?—On the whole, I think it probable that the history portion of the course was of more educational advantage to the students than the Greek, because in history I set general questions, and they really were answered very well.

11501. But I am speaking now of the study of the language as a language?—There is no such thing in Ireland at present as the study of the language as a language, either Greek or Latin.

11502. Therefore, speaking of the majority of the students, the methods of teaching used must have been vicious?—Absolutely deplorable.

11503. As far as I can observe from your reports, there has been no improvement in that from the time when you first examined?—No. I think the scheme has become crystallised, and I thought that the method of teaching was really getting more mechanical every year.

11504. Do you attribute that to any extent to the system of examination that is adopted, or, rather to the absence of inspection?—Of course I believe thoroughly in the necessity of inspection. I need not go into that question, as many other witnesses have spoken with regard to it. In science, of course, I believe that inspection is absolutely necessary, but in literature it is not as necessary as in other subjects. Still I believe that it would be a great advantage to see that Greek was taught by right methods, as I am convinced that ancient languages as well as modern languages should be learnt by ear.

11505. You are of opinion that the system which makes the State aid to managers of schools wholly dependent upon the results of a general examination of students is vicious?—Yes.

11506. In your opinion it tends to unsound methods of teaching?—Yes, to unsound methods of teaching.

11507. And you have found the evidence of such unsound methods of teaching in your actual experience?—I have. In my actual experience of lecturing I have seen the influence on students that have been produced by the Intermediate system for fifteen years.

11508. And since you have been President of Queen's College, Galway?—Yes, and also in Trinity College.

11509. You say that you are in favour of supplementing these results by inspection?—Yes.

11510. You are of opinion that in the case of languages the prepared work is of no educational value?—I think that that really is the radical point. The set courses in literature, at least in the Middle and Senior Grades, ought to be abolished.

11511. And the attention of learners should be concentrated upon the acquisition of a knowledge of the language as distinguished from the mastering of certain specified portions of authors?—Certainly. In those grades, I think, the latter course is very injurious.

11512. You say, in the notes you have furnished us with that "the power to translate accurately at sight, and to compose without the help of a dictionary, is of more value as a test of taste and knowledge than the faculty of learning by heart renderings of short courses from third-rate printed

translations. Boys trained as they are trained at present have no vocabulary, and their judgment is absolutely untrained." You say that from your own experience?—From my own experience of fifteen years.

11513. "They read without thinking of the matter, and the difficulties in a passage are passed over without notice, on account of the presence of a translation"?—Yes.

11514. Have you observed that the teachers now pay too much attention to the solution of cruxes or abnormalities, which they think of importance for examination purposes, as distinct from giving the student a general knowledge of the subject-matter?—That is possible. Of course, in the case of set courses the cruxes assume an importance which they would not have otherwise.

11515. If that is commenced at an early age, say, in the Preparatory Grade, what effect has it upon the intellect?—Well, their analytical powers are never trained, nor their judgments.

11516. Therefore they are never drawn out?—Quite so.

11517. You say that "their knowledge of literature is a superficial acquaintance with 'tips' acquired for examination purposes, and when the examination period is passed such knowledge fades away, leaving behind it absolutely nothing but a distaste for learning, and an ignorant contempt for its uses." That passage that I have read is your experience from your own observation of boys?—Yes.

11518. The first matter, therefore, which you would recommend would be that, at least in the Middle and Senior Grades, there should be no set authors?—Certainly.

11519. And then, I suppose, we should examine in unforeseen passages, and largely in composition?—I should like the examination (of course leaving aside history) in Greek and Latin to be entirely in composition and translation, and that the grammar paper should be abolished.

11520. No grammar papers, but such grammar questions as naturally would arise on the translation?—Yes.

11521. If they were ignorant of grammar, it would be at once seen in the composition?—Yes; for even if they had learned grammar, and all the irregularities and exceptions out of a book, it would not at all follow that they could apply their knowledge according to the present system; in fact, I have known many boys who answered very well in grammar, but could not write a sentence in composition.

11522. Do you observe that their knowledge appears to be of an abstract character, that they are incapable of applying their knowledge of grammar to the actual unseen passages that were set before them?—Yes, I noticed that, especially in composition.

11523. Is it not in composition that it would chiefly appear?—Yes.

11524. Some of our witnesses have suggested that there might be some difficulty in arranging a standard if the examinations in the Middle and Senior Grades were of that character, without having any prescribed texts. Would you see any difficulty in prescribing a proper standard?—A standard to differentiate the Middle and Senior Grade boys?

11525. Yes, and in order that candidates and their teachers should know what extent of knowledge would be required from them?—I think that you might specify so much: that in the Middle Grade the unprepared translations in Latin would be taken from, we will say, Ovid, and we will say in prose from Cicero. It would be quite impossible for them to commit the whole of those authors to heart.

11526. You mean you would make the course so large that it would be impossible that it should be all learned by heart?—Yes, of course.

11527. But still you would give them sufficient information to enable them to understand the standard and style of examination in which they would be expected to answer?—Yes; for instance, I should not expect a student in the Middle Grade in Greek to study Thucydides; he might devote the whole of his time to reading the speeches of Thucydides if you did not give some indication.

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11528. If you prescribed one book of Homer, the boys could learn it off by heart?—That would be so. I think it is that system of specified courses which attracts so many boys who have no taste for literature to take up those subjects, and to neglect the science course, because such courses pay best in the examinations.

11529. Especially specified small courses?—Especially small courses.

11530. Now, various classes of witnesses have suggested either of two modes by which they say our programme could be improved: first, as you say, by having no prescribed authors at all, or, secondly, by prescribing a very large course which it would be impossible to learn off by heart, but not requiring that minute knowledge of it which is required in our present system. You prefer the first of those?—I prefer the first; but if you make the prescribed course large enough, the two proposals are practically identical.

11531. In fact, the matter that you have just stated to us of setting Ovid or Cicero is practically a middle course between the two?—Yes, a middle course.

11532. Now, about the Junior Grade. Do you think the same principle ought to be applied in the Junior Grade?—I should like to apply the same principle in the Junior Grade of not having a prescribed course, but I am not quite so certain as to its possibility; one might say, for instance, that the passage would be set out of Cæsar or some other easy author in the Junior Grade, but there would have to be very careful supervision of the examiners—that is, of untrained examiners—to see that they did not set passages that were too hard. I would propose to give a three hours' translation paper of unseen Latin, and a three hours' composition paper, because I have found in examining that there is such a large number of marks given to an absurdly small piece of composition, that every word almost counted ten or fifteen marks. I would give a good long three-hour paper for translation, so that the boys could dwell upon it and elaborate their renderings at their leisure.

11533. Would you be inclined to give them alternative passages for them to translate?—I do not see any objection to that course; it would only lengthen the paper.

11534. Now, in reference to history. Would you be in favour of striking history out of the classical course and making it a subject by itself, so as to render it impossible that a student should pass in the classical subjects unless he had some knowledge of the language?—You mean that an examiner should get instructions not to pass a boy—leaving the classical paper as it is at present—unless he qualified in the other portions. At present it is necessary for a boy to get a certain proportion of marks in composition and grammar. Why not apply the same system in the future; why not apply it and say that he must get a certain number of marks in composition and translation?

11535. You are of opinion that it would not be possible at present to abolish the general written examination on account of the multitude of small schools in the country?—I should be afraid that the smaller schools would look upon the inspection itself as being a rather too subjective test.

11536. Too severe?—Too subjective. In fact, in classics I think the knowledge of boys can be tested admirably by the general examination—that is, if my suggestions are adopted and the prescribed course is abolished.

11537. You are in favour of the remuneration of schools in respect of classics being ascertained by examination and partly by inspection?—Certainly.

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11538. Will you kindly tell us what part the results of inspection, in your opinion, ought to play in determining the remuneration of the teachers. Suppose the inspector found that unsound methods of teaching were being resorted to?—I should like to disqualify such schools altogether.

11539. Are you of opinion that if there were two schools, in one of which the teaching was of a very superior character to that in the other, that the difference in the mode of teaching ought to affect the rate of results fees that would be paid upon the students?—Certainly. It would be a most desirable thing to encourage schools in which proper methods were pursued, and to crush the others out of existence as far as possible.

11540. You say that you are of opinion that inspection ought to cover all the subjects in the Intermediate course—that is, all the subjects of examination?—Yes.

11541. And I suppose the inspector should observe at the school the actual teaching by the teacher?—He should observe the actual teaching by the teacher in Latin and Greek—the subjects I am dealing with—because I think an immense amount of time would be saved if right methods were adopted. I have tested that myself, because I am strongly of opinion that ancient languages should be taught as the modern languages are taught—that is, by ear.

11542. You tried that yourself?—Yes; I tried it with a boy for ten days in Greek. He knew nothing of Greek, and for ten days I took him out for walks and told him the names of everything, and taught him to form short sentences, and after the ten days I examined him against a boy who was going in for an exhibition in the Middle Grade, and he knew infinitely more; he could have found his away about in a Greek hotel and asked for most of the necessaries of life. Of course I taught him Greek by accent, so that he would really have been able to make himself understood.

11543. I should think that a great number of the teachers in this country are wholly unable to understand the Greek accent?—I really do not lay much stress upon that; I think, on the whole, it is not advisable to teach Greek by accent; it is the literature which is of importance in this country. The study of the literature is of much more value than the knowledge of modern Greek as a living tongue.

11544. The inspector, of course, in your opinion, in addition to hearing the classes actually lectured or taught, would hear the students asked questions by the teacher or by himself, so that he could ascertain whether they understood what the teacher was speaking about, and he would be able to note their pronunciation?—I think he might do that in the schools. You cannot test by written examination whether the boys are able to pronounce Greek or Latin, and the inspector might insist upon dictation. I think that dictation in Greek and Latin would be invaluable; it would train the boys' ears if the master read out a passage of Greek slowly, because I noticed when I was examining for the Intermediate Board that boys have no idea of spelling Greek, and as to the accents—at first they would never put on any at all, but afterwards the plan was adopted of putting an accent on every third syllable; they found it was a safe rule to adopt.

11545. Rev. Dr. SALMON.—That would be tested if we made them read a little Latin or Greek before they translated it, if the class was made to read a sentence or two?—I think dictation would be invaluable. A boy knows a great deal of Latin if he can write down a passage from the teacher, and if he writes it down correctly it would be a good test of his knowledge of the language.

11546. CHAIRMAN.—You do not see any possible mode of introducing *viva voce* examination in consequence of the large number of candidates?—That is so; and besides I do not consider that a *viva voce* test in literature is as important in Ireland as in England, because I think it is in the paper work that the Irish boys fall behind. They have no style, but there is plenty of vivacity in this country, so that boys have no difficulty in answering at *viva voce* examination. I have known many men who were quite brilliant at *viva voce* examination, but who disappointed one sorely when they came to put pen to paper, as they were deficient in style.

11547. I suppose you have seen them make a leap sometimes at *viva voce* questions and succeed in answering questions they really did not understand?—Undoubtedly.

11548. You do not see the utility of examining candidates for exhibitions in classical languages *viva voce*?—No; certainly not.

11549. In your opinion the Preparatory Grade should be abolished or there should be a pass examination only?—On the whole, I think I should prefer a pass examination.

11550. With, of course, inspection?—Yes, with inspection.

11551. You say that you are in favour of making the limit of age for the Senior Grade 17 years; of course that would involve an alteration in the other grades?—Yes; I think that the average students that go in for the Senior Grade are men who are likely to specialize, and I think it would be very important that a year should elapse before going up to the university.

11552. That would involve an alteration in the ages of the various grades. How would you commence—under 17 for the Senior; then the Middle Grade?—Sixteen, would it be?

11553. The Junior Grade?—Fifteen.

11554. And the Preparatory Grade, under 14?—Yes; but I think, on the whole, there are too many grades in that case.

11555. You would prefer three grades to four?—Yes, I should prefer three grades to four if you lower the age.

11556. Do you mean that those ages should refer only to competition candidates, or that there should be an extension of ages for pass candidates in order to meet the case of the backward boys?—I think so.

11557. What period would you suggest for that extension?—I have not thought of that.

CHAIRMAN.—I will not trouble you then about that; it is a mere matter of detail.

11559. Rev. Dr. SALMON.—Suppose you reduced the Preparatory Grade examination to an entrance examination, how would you compensate the schools that had given the instruction that enabled the students to pass that entrance examination?—That is, if the Preparatory Grade was abolished?

11560. Suppose it was reduced to an entrance examination, that there should be no competition between students at the Preparatory Grade examinations; of course the schoolmasters would say, "We have been working at these boys for a long time to enable them to pass." You see that at present they might be in the Preparatory Grade for two years and the schoolmaster would get results fees in each year for teaching them?—Yes.

11561. I think myself that the abolition of competition in the Preparatory Grade would be a good thing, but I do not want to deprive the schools of the rewards that they are at present getting for teaching these students?—What is the difficulty in the way of giving them results fees on the pass examination?

11562. That would be your idea?—My idea, I say, would be results fees on the pass examination; I think they ought to be given?—I do not think that a school ought to get more for an honour candidate than for a pass candidate.

11563. I agree with you there?—I think the pass candidate gives the master very much more trouble and is less interesting than the honour candidate. In this country, the teaching being inferior, a good honour student learns more from his own study than from his master very often. I know that in my experience. I think a pass student gives more trouble than an honour student.

11564. CHAIRMAN.—One of the questions we have asked under the head of "D," "Division of Courses," is, "Should the student's power"—that is, of taking subjects—"be limited to selecting one of several prescribed courses of subjects, such courses being so constructed (*a*) that each would, as far as possible, be of equal difficulty; and (*b*) that each would carry the same advantages both to teachers and to students, competition for prizes and exhibitions not being permitted between students selecting a different course." What is your opinion in reference to that?—My opinion in reference to that is, that the students should be encouraged to specialise—I am not prepared to say in how many directions, but certainly I should say in literature and science; in the literary course there should be a certain quantum of elementary science required, and also in the science course there should be a certain knowledge of literature required.

11565. There certainly should be a knowledge of one language required in the science course?—Yes.

11566. Have you at all directed your attention to the subject of the commercial course?—I should prefer to say nothing about that; I have had no experience in that direction.

11567. You suggest, if there were that revision of the courses, that the literary course should include Latin, Greek, English, and one modern language, together with elementary science, and that the science course should include English, a modern language, and an elementary knowledge of Latin?—Yes.

11568. May I ask you, do you think that the number of subjects we allow students to take up—that is, any subjects the marks attributed to which would not exceed the specified number, 6,000 in some grades, and 6,500 in others—do you think that that is too much?—I think on the whole that it is.

11569. That if they were more reduced there would be a more thorough knowledge of each subject?—That is what I say. For educational purposes I think a thorough knowledge of one subject pursued on proper methods is infinitely more valuable than a knowledge of several parts of various subjects.

11570. What is your opinion upon the question of whether we ought to have separate papers of questions for pass and honour students?—Most emphatically so; I am emphatically of opinion that they ought to be separate. There is a difference in kind between an honour and a pass student, not a difference in degree. That is a mistake that is made in many places at the present day; they make only a difference in degree, but I think there is a difference in kind between them.

11571. Some objections have been made by schoolmasters here to that division. They say that it would subject them to inconvenience in arranging their classes. Have you any suggestion to make as to that?—If you abolish the specified books, that difficulty will disappear. In fact it would lighten schools enormously if you abolished the specified books. I know in my own experience, I have been lecturing at Queen's College, Galway, on English literature lately, and I have had three separate classes in Shakespeare, one class doing "Richard II.," another doing "King Lear," and the third doing "Hamlet."

11572. But you could lecture them all in the same class if they were examined in the way you suggest?—Yes.

11573. You are aware of the mode in which we publish our results—the results of the examination?—Yes.

11574. And that the marks obtained by each student, even the pass students, are stated. Are you of opinion that we ought to alter that?—I am of opinion that with regard to pass students the marks should not be published at all.

11575. You would state their names in alphabetical order?—Yes; in alphabetical order, and I propose to do the same for the honour candidates. You could divide the honour candidates into any number of classes you wished—perhaps two or three.

11576. Rev. Dr. SALMON.—Would not the schoolmasters who prepared the students want to know how the boys passed?—I know that the system I propose is favoured at present in Oxford and Cambridge.

11577. CHAIRMAN. — Which system?—That of publishing the results in alphabetical order; the candidates are not told their marks.

11578. Rev. Dr. SALMON.—That was always the difference between Oxford and Cambridge?—But at present they have assimilated Cambridge to Oxford.

11579. We went the other way. Under that system you do not know whether you were near getting honours or not. I know that as an undergraduate myself I suffered from that; I never knew how I was or where I was. In that case, certainly, pressure was put upon us about letting the men know how they had passed and where they had passed?—They might be told if they were anxious to know.

11580. Most Rev. Dr. WALSH.—In the Royal University the marks are not published, but any candidate who wishes to know his marks can get them?—I do not see any objection to that.

11581. Rev. Dr. SALMON.—There is one objection to that, and that is that we should have to multiply our staff five-fold if we had to answer individual questions?—In the Royal University I suppose the numbers are enormous.

11582. You could publish the numbers without the names; if you gave the marks of No. 2137, he would know and the schoolmaster would know who it was, and no one else would know?—What I wish to obviate is that frightful struggle for existence which at present goes on.

11583. CHAIRMAN.—You are aware of the struggle for existence between schools?—I am aware of the struggle for existence between schools, and the enormous pressure put upon clever boys in schools is absolutely ruinous.

11584. That in addition to the pressure caused by the emulation of the boys and these immense rewards, the students are also subjected to extra pressure coming from the masters of the schools?—If a boy has, we will say, got a second or third in a grade, or even head of a grade, there is immense pressure put upon that boy to keep his place, which is highly ruinous, I think. I know of some cases in a girls' school, where I made up the number of hours that a certain girl worked, and I found that they amounted to thirteen or fourteen hours a day—from six o'clock in the morning to half-past eight, from half-past eight till nine o'clock for breakfast, from nine till half-past two at school, and from half-past four till seven, and then preparation for the next day.

11585. And you do not believe that would be an isolated instance?—No; I have heard tales from certain schools about girls reading Aristotle in bed at five o'clock in the morning; I think that such a strain, if continued, is most injurious to the health.

11586. Rev. Dr. TODD MARTIN.—Does that continue through the whole school year?—Yes, through the whole school year.

11587. Mr. Justice MADDEN.—You think that there is excessive competition at present, among the cleverest students especially?—Among the cleverest students especially; it is to those I am specially referring.

11588. And that excessive competition, perhaps to a certain extent generated by the system of placing in order of marks, would be more injurious during school years than in college?—Yes, but those boys who have been subjected to that pressure hardly ever reach college, or they are ruined before they reach college. My experience is that a boy who has been subjected to that pressure is not equal to college pressure afterwards.

11589. The point of my question was with regard to your suggestion that the honour students should not be placed. There is a sensation which I am sure you have experienced of finding yourself at the head of the list of honours?—I have nothing to say as to the universities.

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11590. That is a healthy stimulant when reading for the next examination?—Yes, certainly, especially when you are competing against men who are friends of your own.

11591. But it is quite a different matter in school-years?—Quite different.

11592. That is what I thought you meant?—If the competition was merely between schoolboys in school it would be more healthy, because a boy likes to know how he is placed with regard to a friend of his own, but there ought to be no necessity to know where he is with regard to a student living, perhaps, fifty miles away.

11593. There is a certain element of school life which does not exist in university life, and that is the pressure of the managers of the school?—True.

11594. That is an additional reason?—Yes, that is an additional reason. And I think boys are often, apart from the pressure of the masters, rather inclined to read too much if they know the marks.

11595. I was refreshing my memory by referring to Professor Tyrrell's evidence, and I find that there is no substantial difference between your recommendation and his?—I have not seen his evidence.

11596. His recommendation is that this evil of cramming and learning of translations might be obviated by a sufficiently extended course?—Yes.

11597. You would agree that there must be some indication given of the class of authors, at all events if not the exact authors?—Yes.

11598. Would you approve of the appointment of a board of examiners to whom the papers should be submitted with a view to their proper gradation?—My experience has been that the assistant examiner, Dr. Brady, did his work most efficiently.

11599. There is no man more competent to do so. But you perhaps have not considered that question?—I really do not think, if you abolished the set courses, there would be any difficulty in grading the papers.

11600. Would it not be a little more difficult?—I really do not think so.

11601. Because, instead of having prescribed courses, you would have to have very careful gradation of papers, having regard to difficulty. However, if you have not considered it, I will not ask you any further questions in reference to it. Ever since I had the honour of being a member of this Board I have been struck by the reports, and by your reports especially, on the state of classical education in Ireland. I should like to know from you roughly, because it can only be an approximation, to what extent you think this vicious system of teaching prevails?—I think it prevails in every school that competes in the Intermediate.

11602. Would you go so far as that?—I think so. I know some schools that do not compete where boys have leisure to learn the languages, and I think they produce better results really later on in life.

11603. I asked you the question in that form because I was very much struck by your answer a moment ago, in which you said that there was no such thing as the study of the language as a language. Do you carry that statement so far as to say that the proper teaching of Greek and Latin is becoming extinct in Ireland?—I think it is absolutely extinct in Intermediate schools.

11604. Your remedy is unforeseen passages and composition?—I think this change is absolutely necessary. I have had very considerable experience of honour students, and in Trinity College I have been lecturing them for many years, and I have found that those who did brilliantly in the Intermediate, and who really possessed very great ability, and who had read a very great deal in classics, had absolutely no knowledge of how to string ten words together correctly in Greek or Latin. They read the specified authors for the Intermediate examinations, but they read with reference to the examination, never thinking, as does the classical boy who has been trained in an English school of the style of the author. The English boy thinks of his composition always. For the purpose of learning composition, he looks at his author with reference to composition, marking phrases and learning beautiful passages by heart—not difficult passages for examination, but beautiful passages. He is thinking of his composition every day and every hour. But Irish boys know their authors very well, but they have never thought of their composition. The same thing runs through college. A boy will know all the translation well—thoroughly well—but will not know how to scan or decline, and he will show an absolute deficiency in vocabulary.

11605. He has been badly taught on a vicious system?—He has no vocabulary, and that is the result of a vicious system. Such is not the system pursued by that man of wonderful attainments Dr. Atkinson, who can learn languages like a child taking milk. He invariably begins with a vocabulary. He learns, he told us, about 300 words a week. When he is coming down in the tram to college he has fifty words a day or so in his pocket, and he learns these by heart.

11606. He has a Macaulayan memory?—He is trained in that way. That is the way to begin a language—with a vocabulary—not with the grammar.

11607. That is the way you taught Greek?—Yes; —I began with words. That is important. Many boys who have been at Greek and Latin for six years have absolutely no vocabulary.

11608. To return to this, to my mind, most important subject. You think that by composition and unprepared translation scholarship can be tested effectually?—Certainly.

11609. Do you remember Macaulay's definition of a scholar—a man who could read Plato with his feet on the chimneypiece?—Yes.

11610. That is applying the test of unprepared translation?—Yes. I know, when I began the study of classics in this country, in the early days I thought there was a difference in kind between the ancient and the modern languages, because people who knew French would say, "How is it you cannot read Latin? I can take up a French newspaper or a French author that I have never seen before and read it. You cannot take up a passage of Cicero that you have never seen before and read it." I thought the explanation was that the Romans in the ancient days wrote such abstruse language that no Roman could understand what another Roman said unless he was a man of extraordinary ability.

11611. You are of opinion that schools in which this vicious system of teaching prevails should be either mended or ended?—Yes.

Rev. Dr. SALMON.—It was only a small point that I wished to talk to you about, so I will not detain you; it is not worth while.

11612. Rev. Dr. TODD MARTIN.—In your experience as an examiner—in Greek, I think, it was?—In Greek and Latin.

11613. Did you find any good compositions?—Oh, certainly. I have mentioned in my report that I came across isolated cases in Greek of exceedingly good compositions. When the numbers came out I used to get the numbers and look them up, and I pursued some careers afterwards in some cases. I remember one boy from Raphoe who did very good Greek composition for me in 1888, I think it was, and he did very well afterwards.

11614. Would not that indicate that at least some good teaching in Latin and Greek is given?—In my opinion, in such isolated cases I think the power is in the boys themselves. I know, before I went to school in England, I thought it was possible for a boy at home to teach himself a good deal by reading quietly at leisure, but there were no Intermediate examinations in those days.

11615. In the judgment which you have formed of Irish teaching have you been specially influenced by your view that the ancient languages should be taught as living languages?—By no means. I have not the slightest expectation that they will be taught

as living languages, but I think they ought to be. The one subject that in English schools they have always taught well is Latin and Greek, while they have neglected everything else, but they were never taught as living languages. The training in composition takes the place in a dead language of living speech to a very great extent.

11616. Your judgment, however, is not based upon your opinion that they ought to be taught as living languages?—Certainly not.

11617. If you compared the teaching with English teaching in Greek and Latin, given from the point of view of the English teacher, you would conclude just as you did?—Certainly.

11618. Would you make the inspection of schools a thorough inspection of all the subjects taught in the school?—I think so. Of course inspection in the case of some subjects is more important than in the case of others. But in the case of Greek and Latin the inspection might be of some value; the inspector might test whether the boys pronounced Greek and Latin properly by getting them to read a few sentences.

11619. It would not be inspection of this sort—that the inspector attended during the time the teacher was instructing his class and took a note of how he did it?—I think so; I think that would be very valuable.

11620. In addition to that you would have him satisfy himself fully as to the instruction of the boys in the class?—I think so; he ought to be at liberty to put questions or to treat the class in any way he wishes.

11621. Then, on his report, as I understand you, you would not grade the results fees given to the school; you would treat the school as either efficient or non-efficient?—Of course there are grades of efficiency.

11622. Would you recommend that the inspector in his report should graduate the schools?—I think that is one of the difficulties in detail that I have not considered very much. I think it would have to be done, but certainly some of the schools that I was thinking of would be absolutely disqualified.

11623. Yes. I was speaking rather of those that lie between the lines of non-efficiency and thorough efficiency?—I see the difficulty.

11624. Dr. BARKLEY.—In your experience as an examiner have you noticed whether there is a tendency for the papers in Greek and Latin to grow more difficult as the years go by?—I think on the whole they have become more difficult. Still, I have looked at some of the earliest papers in 1879, 1880, and 1881, which were quite as difficult as they are at present; subsequently I think they got easier; in 1887 they were easier, but they are very difficult at present. In dealing with prescribed books that is bound to happen, because with an examiner who has been examining for many years there is always a tendency to change his questions and to ask something he has not asked before, and, of course, to concentrate his attention on cruxes. I am very strongly against this system, and yet, in all probability, I was often guilty of a crime of that sort myself in setting too difficult papers. I remember the paper I set in 1892 in the Senior Grade in Greek, which I showed to probably the most distinguished Greek scholar on the Continent, Professor F. Blass, and he asked me what was the age of the boys who were supposed to answer it. I said 18, and he said, "I do not think I could answer some of these questions myself." He put the paper in his pocket and said he would like to take it back to Germany with him.

11625. Is not any tendency of that sort likely to work unfavourably in its effect upon mere pass candidates?—The increasing difficulty?

11626. Yes?—I am in favour of separating the pass questions from the honour questions, because I think the papers are absurdly difficult for the pass candidates—absurdly difficult.

11627. I understood that. With reference to the proposal to do away with the prescribed books in the Middle and Senior Grades particularly, would that apply to the pass paper as well as to the honour paper?—I think on the whole, that with regard to the pass paper you would probably have to give some prescribed portion. I see the difficulty; I have thought over it often, and I think in the case of pass candidates you would have to prescribe portions of authors. There is a very considerable difficulty. When I was speaking of making a distinction between pass and honour candidates I was thinking more of the present system of prescribed books. The effect of the abolition of prescribed courses upon pass students would require careful consideration.

11628. Most Rev. Dr. WALSH.—You spoke of some schools that to your knowledge did not send their boys in for this Intermediate examination?—Yes.

11629. Have you any knowledge of the reason that influences them?—I have heard reasons given in conversation with the masters, but I cannot say anything of my own knowledge.

11630. But as matter of general conversation?—There are certain schools in Dublin which do excellent work in preparing for scholarships in English schools; they teach the boys quietly, and the masters have told me that the fathers and mothers object to the pressure of Intermediate examinations, and they prefer to send their boys to a school where they could read up their subjects at leisure.

11631. The class of schools that keep their boys out, and do not send them in for the Intermediate, adopt that course at a very considerable pecuniary loss to themselves?—Quite so.

11632. It is to be presumed then that there is some very good reason influencing them?—Quite so; I do not know that the reasons are as lofty as are stated.

11633. You are aware that under our present system £4 16*s.* a head is paid for each boy passing in Latin in the Senior Grade. Do you consider that this is a very satisfactory state of things, considering the results of the teaching of Latin to be as you have described them to us?—No.

11634. Do you think that the knowledge shown by those boys is worth £4 16*s.* a head?—I should prefer to pay £4 16*s.* to have them not taught according to the present method.

11635. What do you think the result would be of abolishing the system of prescribed authors—I mean, having no set courses?—It would abolish a very great number of masters, I am afraid.

11636. How would it work out in a school that was really doing good work; they would of course set their boys to work on a fair range of Latin and Greek authors?—I think they would do very much as they did before the Intermediate examinations. I can speak of my own knowledge of a school where I was taught very excellently twenty-five years ago—I mean Clongowes Wood College. We had preparation for public examinations there, but we read Demosthenes quietly, not preparing for an examination, except the school examinations, of course. To learn the language you have to read some authors no doubt, but you read them in a different way.

11637. CHAIRMAN.—Did you not have some Greek plays in Clongowes, then?—Do you mean Greek plays acted?

11638. No; you studied them, did you not?—The master had a free hand, which, I think, is very important.

11639. Most Rev. Dr. WALSH.—What it all comes to is that the school should aim at teaching the language?—Certainly; nothing else is of any educational value.

11640. In the examination would you not give the boys some help in the way of a vocabulary on the unseen passages?—I think one might do that in the lower grades.

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11641. It might really be necessary to do so, might it not?—Certainly.

11642. Here are some specimens of a kind of questions that are asked at present. I should wish to know what you think of them (*handing witness a document*). Under your system of an unprescribed course, questions like those you find in the examination paper that I have handed to you, questions arising out of the matter of a particular book, topographical questions and the like, could not be asked at all?—No, of course not.

11643. You do not consider that that would be very much of a loss?—I do not think it would be any loss, because how long does that knowledge persist in a boy's memory?

11644. And educationally it is not worth much?—How long does it persist?

11645. I suppose until the examinations are over; not much longer?—I object altogether to a knowledge of mere facts.

11646. One of the results that appears to me to be a very lamentable one is, that under the present system a boy might go through the whole course without ever having a Virgil or a Homer in his hand: he gets merely a thing like this—an annotated edition of some mere section of a work—this is the 7th Book of the Æneid?—I think this system of abolishing prescribed courses would probably ruin the publishers who devote themselves to the production of that kind of publication.

11647. You do not consider that that would be an irreparable misfortune, do you?—Certainly not.

11648. One of the objections made by some of the witnesses here to this principle of unseen passages without a prescribed course is that a large element of chance might find its way into our examinations. It might happen that in a particular school the work from which the examination passages are set had been actually taught. The boys of that school would have a tremendous advantage over the others?—I think they would find a needle in a bundle of hay.

11649. You think so?—I may say that it rarely happened to me, although my experience as a school boy was a long one. At Shrewsbury we never had prepared books. What I contemplate is a long three hours' paper, and a boy may possibly have seen one passage out of five.

11650. In that paper you would give passages from different authors?—Certainly. I would make the paper longer.

11651. That would practically get rid of the element of chance?—Yes.

11652. About the extent to which the vicious system of teaching which you complain of prevails. There is one passage in your last report for 1897 to which I wish to call your attention. In the Middle Grade Greek, you speak of the "majority of the candidates." "The close—almost verbal—resemblance between the renderings of the majority of the candidates proves, almost to demonstration, that some inferior 'crib' had been learned by heart," and in the same report you say, "The majority of students were quite unable to keep a firm grasp on the sense of a consecutive passage," and so on?—Yes.

11653. So that there is evidence that this system prevails to a very large extent?—Yes.

11654. Even to the extent of the majority of the candidates?—The majority, I should say.

11655. Putting that side by side with the fact that in that year in that subject, 65·5 of the boys passed, does it not follow that the £3 12*s.* a head for passes for Greek in the Middle Grade must have been given in a number of cases where nothing at all should be given?—The examiners had not a free hand.

11656. You say the examiners had not a free hand; I know that?—In the majority of cases the translation, if it was given for an unprepared passage, I should say was very good indeed, but considered as a rendering of a prepared passage, probably learnt by heart, it was bad, and still we had to give marks for it.

11657. Do you advocate a system of fining, in the sense of taking off marks, where a boy passes in one particular branch of work, if his work in another part shows that he did not really know the language?—I think he ought to be disqualified.

11658. Under the present rules you cannot disqualify him?—No.

11659. CHAIRMAN.—I have just one question more to ask you, Dr. Starkie. Comparing the system of teaching in Ireland when you were a student with the system of teaching that generally exists now, that you have mentioned to us, does it give you the opinion that there is a great deterioration?—I think there is a great deterioration in the method.

11660. That at is what I mean?—There is a great deterioration in the method. There are many boys who learn Greek and Latin, but I think they would be much better employed in learning something else.

11661. There is a great deterioration in the method, you think?—Yes.

11662. Most Rev. Dr. WALSH.—But they probably have a larger amount of matter got together somehow or other for the examination?—Yes.

11663. Mr. Justice MADDEN.—There is another question of interest that you touched upon, and I should like to ask you a question about it. We have your evidence about not prescribing specific portions of classics. You referred to your lectures on Shakespeare, when one class was doing "King Lear," and another class were doing "Richard II.," while a third class were on "Hamlet." Now, where the question is not one of translation, as it is in the case of ancient classics, but where it is knowledge of a certain portion of English literature, how can you dispense with the prescription of authors?—Would it not be possible to give a period?

11664. A period of English literature?—A period of English literature, as in the Civil Service; they never prescribe portions of authors, they give a period, suppose the period from 1320 to 1350—a minute knowledge of that period would be required.

11665. Suppose they gave the Elizabethan period; you could not expect any unfortunate student to read all the literature of that period. Must you not prescribe in English literature?—I suppose so. Of course you cannot carry the alternative I propose out in English to the same extent that you can in classics. You must prescribe.

11666. That is what I wanted to get at. You must prescribe authors?—No doubt, but English composition, which as a test corresponds to the absence of set courses in Latin and Greek, should get enormous value.

11667. You could hardly prescribe Shakespeare?—No, of course not.

11668. Rev. Dr. SALMON.—That is one of the small things that occurred to me. What you really require to find out is whether one has read the book itself or only some book of criticisms?—The latter is too frequently done in English.

11669. For instance, I have often heard them in the *viva voce* examination for the Fellowship, and they would ask some verses that were well known, and they would expect the candidate to know them and finish them, and things of that kind, to show that they had really read the book?—It is impossible to expect such minute knowledge of a wide course from boys.

11670. Suppose in Shakespeare they had never heard of such a thing as "To be or not to be," or something of that kind?—There must be some intermediate course possible between the vagueness of an unprescribed course and the definiteness of the courses in the Royal University, where, say, "Hamlet" is prescribed, and you are not to read any more Shakespeare outside that.

11671. But these are mere matters of detail, that are not worth detaining you about?—Quite so.

11672. Most Rev. Dr. WALSH.—There is one question with regard to your suggestion for abolishing the prescribed courses. If the prescribed books were removed from the programme you would, of course,

protect the boys from being examined with the same minuteness as at present?—There would be no necessity.

11673. May I take it that the only questions you would allow would be questions to test their knowledge of the construction of the language?—To test their knowledge of the construction of the language—do you mean by composition?

11674. There might be some particular line or phrase or sentence in the passage given which it might be possible to ask questions about?—The examiners should have a free hand.

11675. You would ask no questions except with regard to the construction?—Yes; they might be very few in number.

11676. I should like to get your view upon a question that I put to Dr. Tyrrell. Would you preclude every element of prescribed work from the programme? Some persons attach great importance to the minute study which is rendered necessary by our present style of examination. Instead of prescribing the amount of matter which we prescribe at present would you approve of our prescribing any small piece of some Latin or Greek author, with a view to securing that minute knowledge?—No; I think not.

11677. You would abolish this element altogether?—Minute knowledge might be required at the universities at a later age.

11678. CHAIRMAN.—If you prescribed any small portion of an author it would be learnt off by heart?—Yes, as at present.

11679. Most Rev. Dr. WALSH.—They would simply learn all the notes in the book?—Yes, and you would have men writing so-called "pot-boilers," and making their fortunes by publishing notes that are really an insult to the author to which they are appended.

The witness withdrew.

Mr. R. M. HENRY, M.A., Secretary, Ulster Branch, Association of Intermediate and University Teachers, examined.

11680. CHAIRMAN.—Mr. Henry, you are a B.A., of London?—Yes.

11681. And an M.A. of the Royal University?—Yes.

11682. You are Secretary of the Ulster Branch of the Association of Intermediate and University Teachers?—Yes.

11683. Mr. Comerton is President of the Branch?—Yes.

11684. You are aware that we have a very elaborate paper from the Association, and that Mr. Comerton has been examined fully in reference to all the suggestions of the Association?—Yes.

11685. I believe that you, as secretary, desire to bring some supplemental suggestions under our notice?—Yes.

11686. Then will you kindly confine yourself to those supplemental suggestions, because the others have been fully considered?—Yes.

11687. I believe that you are of opinion that the examiners at present are entrusted with a far larger number of answer-books than can be thoroughly examined in the time allotted to them?—Yes.

11688. And you make a suggestion in reference to that, that assistant examiners, familiar by experience in Intermediate teaching with the standard to be expected from an average candidate, should be employed?—Yes.

11689. I suppose, then, that your view would be that papers that came near the line of demarcation, on the one side or the other of the honour line, or on the one side or the other of the pass line, should be submitted then to the principal examiner?—Yes, in cases of doubt as to the meaning of a question, or anything of that kind.

11690. You suggest that the amount of each individual exhibition is at present too large?—Yes, very much so.

11691. And you suggest that exhibitions should be reduced by one-half in amount?—Yes.

11692. You also think that the proportion of exhibitioners to the number of unsuccessful candidates in the Junior Grade is too great?—Much too great.

11693. And that it ought to be reduced by how much?—By about one-third, I should say.

11694. You think the proportion of exhibitions in the Middle and Senior Grades ought to be slightly increased?—Yes, because we have already made a suggestion that the exhibitions should be held only for one year, and this would compensate pupils who might otherwise retain an exhibition.

11695. If the exhibitions are only to be held for one year there must be some compensation in the Middle and Senior Grades?—There must.

11696. You suggest that some arrangement should be made for converting exhibitions as at present distributed into what you call "cheques payable in education"; in other words, there should be some system found by which the amount of an exhibition should be applied towards the education of the student?—Yes; I think it would be most desirable if it could be done, because a very small percentage of the exhibitions are at present spent on anything but amusements and luxuries.

11697. You object to the amounts of exhibitions that are intended for education being spent upon either ponies or bicycles?—Yes; besides the parents themselves appropriate it in the case of poor boys.

11698. Are there cases of that description within your own knowledge?—There are.

11699. You think that the course of prescribed books in classics at present is too meagre?—I think it is very much too meagre.

11700. You think that it tends to cramp the individuality of the teacher and to unduly narrow the mental horizon of the pupils?—Yes.

11701. You suggest that a larger number of books should be prescribed, and that the examination should be confined to questions that will test general knowledge as distinguished from the abnormalities of the books prescribed?—Precisely.

11702. You heard the evidence of Dr. Starkie just now?—I did.

11703. Would you object to his system of having no prescribed books at all, but simply, say, Cicero, and then examine on unseen passages and composition?—That system, I think, would be very good in the Middle and Senior Grades, but I doubt whether you could manage it in the Junior Grade.

11704. There should be a little more specification in the Junior Grade?—But for the Senior Grade I would prescribe no course of that sort.

11705. Even in the Junior Grade you would wish that if any books were prescribed they should be prescribed in such a manner that it would be absolutely impossible to learn the prescribed matter off by heart,—So that it would be impossible to learn it by heart? A master may possibly happen to read a book with his class in one school out of which the examiner may examine, and that book would not have been read in another school, which would give the former school an unfair advantage.

11706. A passage might be set out of various books, as Dr. Starkie suggested. A good examiner would be able to meet that objection. In your experience has it proved injurious to the interest of education to have the History of Rome or of Greece included in the classical course?—Yes, because it is never learnt as it is: only 120 marks are given to it.

11707. And if it is learnt the result of it would be that by knowing the prescribed author off by heart and knowing the history questions, a student could pass without having any real knowledge of the

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language as a language?—Yes. At present in the Preparatory and Junior Grades it is a small cram book that is used in most schools, with just simple dates and meagre outlines of facts. That is not learning history.

11708. You would suggest that that should be put as a separate subject?—Yes; I do not think it can be taught satisfactorily otherwise.

11709. You think that a greater number of sentences should be set for composition?—Yes, reducing the grammar questions, examining the grammar by means of the composition.

11710. In the Senior Grade you suggest that specialisation should be encouraged?—Yes.

11711. A number of witnesses have given evidence in favour of that. You suggest that exhibitions awarded in the Senior Grade might, perhaps, be held at a university?—Yes, because I think that boys go into the university naturally who specialise, and that at present you have no guarantee that the money given in the Senior Grade will be spent in education. How can you make them educational prizes unless you make them scholarships at some university.

11712. Without confining it to a university we could provide in some way that it should be spent in education?—Yes, perhaps at a technical school.

11713. At a technical school or a science college—if not here, there are many of them abroad. In reference to examination papers, you suggest that the questions should be so arranged that pupils of fair average ability, and taught with an average amount of efficiency, would be able to pass?—Yes.

11714. Do you object to the form of examination questions at present?—Yes, very much so. They are much too difficult. It is an honour paper that is always set.

11715. As I read your suggestion here, you are not in favour of having separate papers for pass students and for honour students?—No, because at present boys will try to make 25 per cent. on the honour paper; if you have a pass paper they will try to make 25 per cent., or 40 per cent., or whatever it may be on the pass questions, and the standard aimed at by the boys will fall very considerably. That is the way they work for the Royal University at present.

11716. But we have no intention of allowing a student to pass on the same percentage of marks on a pass paper as we allow him to pass on on our present paper?—But even suppose you raise it very much, the boys will at present make on the honour paper in order to pass what would amount to almost full marks upon a pass paper, considering the difference in standard between the honour paper at present set and the pass paper that might be set.

11717. You are in favour of some system of inspection to ensure the sufficient teaching of science and modern languages?—Yes.

11718. Rev. Dr. SALMON.—About pass and honour papers. I think the idea is, that if a man was a candidate for honours he should do the honour paper?—I said "honour" paper in referring to the present paper, which is really an honour paper.

11719. Of course I do not think it is intended to abolish the paper at present set, but only to give the pass candidates the option of an easier paper, and to get a larger percentage on it. I think that is the only thing that has been seriously contemplated?—You could have a number of pass questions on the paper without making a pass and honour course separately.

11720. That is the very embarrassment you talk of. On the honour paper then you must give a great number of questions for the sake of the pass men?—Yes, but I do not advocate separating them on the paper, but having the paper set as at present, with a number of questions for the pass student to answer.

11721. CHAIRMAN.—Have you any other suggestion to make?—No, I have not.

11722. Rev. Dr. TODD MARTIN.—You take exception to the payment of exhibitions as at present to the pupils on the ground that they are diverted from educational uses. I think that is your objection?—Yes.

11723. That does not hold in the cases of the richer people; they pay for their children at school—at the boarding school or the day school—irrespective of what the boy may earn?—Yes.

11724. It would bear specially on the poorer people?—Yes.

11725. But I suppose there are some cases in which a poor man could hardly keep his boy at school if he had not some share of the exhibition?—Yes; but in such cases I think the parent appropriates nearly the whole of it, and only a fraction goes to pay the boy's expenses.

11726. The boy does not pay in school the ordinary fee paid by ordinary pupils?—In many cases he does not.

11727. Suppose a boy was transferred from a day school to a boarding school, and the sum paid to the boarding school, that would, of course, be a payment by "educational cheque," as you suggest?—Yes.

11728. Then in that case it is the head of the boarding school who gets the advantage which the boy's father gets in the case of the boy living at home?—Yes, of course, you would have to guard against that, that you would not include in the educational cheque the fee for the food and lodging that a boy would have in a boarding school. That would bear very hardly on small country schools on which a boy might be, in case he should be taken from that and sent to a large boarding school.

11729. That is just the difficulty I was coming to. You heard Dr. Starkie's criticism of the teaching of Latin and Greek in Irish schools?—Yes.

11730. You have had practical opportunities of observing the teaching in Irish schools; do you agree with his view on the subject?—Yes, almost entirely.

11731. Almost entirely?—I think the standard of examination tends to encourage that sort of teaching; it is the sort of teaching that pays.

11732. And do you think that that sort of teaching prevails in the good schools?—I do not think it prevails in very good schools; their sort of teaching does not seem to bear results in the Intermediate examination.

11733. Is it not so, that the best schools are those that have succeeded in a high degree, if not in the highest degree, in obtaining Intermediate distinctions?—In those schools it is usual to have a period of cram in which all these abnormalities are made up, outside the ordinary teaching course.

11734. But the teaching throughout the year would be on the ordinary lines of good teaching, would it not?—On the whole, I think it would. That is in the good schools, but I do not refer to small schools.

11735. There are some small schools where they have good teaching, where the schoolmaster is a good classical man?—Yes.

11736. I understood you to prefer, from your experience, joining together in one paper the pass questions and the honour questions; is not that your view?—Yes.

11737. Giving a sufficient number of easy questions to allow any trained boy to pass, and making them sufficiently difficult on the whole paper to test the best boys. That is your view, is it not?—That is my view.

11738. What practical difficulty do you see in having two papers—a pass paper and an honour paper?—Well, the difficulty that I have mentioned, with boys who are going in for the pass paper. I am afraid the standard would fall in that case; they would not aim so high as they do at present. In the second place, if you have both sets of questions on the same paper, boys who are not trained specially for honours will answer some honour questions, which, would be a very good thing for them. If they were separated they would simply answer the pass questions and then leave the place. I know there is the same difficulty with many managers at present. they cannot get the students to stay in. The boys answer what they think will secure a pass, and then

go out, so that the educational work of the school is not properly tested, through the carelessness of the boys.

11739. You think the boy will go to the minimum, or tend to go to the minimum?—Tend to go to the minimum.

11740. Instead of trying to reach up to the higher marks?—Yes.

11741 Dr. BARKLEY.—You have had some experience of girls' schools?—Yes.

11742. Has it come to your knowledge that many girls who are not obliged to spend the money earned by exhibitions at the time, save it and use it afterwards when they go to college, or to enable them to go to the Continent and have a period of study on the Continent?—I have never heard of that.

11743. I have known cases of that sort. You refer to the sanitary condition of country schools. Have you had much experience of country schools?—Not personally; I have never taught in a country school, but I have spoken to boys who have been taught in country schools, and they have told me of the surroundings. I had in my mind there one school which had some 70 and 80 pupils in it, some boys and some girls; it is held in a private house, and I know that is unsanitary. The pupils must be cooped up into small rooms with bad air. In that school there are only three masters.

11744. I suppose you are aware that some of the country schools are held in hired premises not belonging to the school itself?—I know that.

11745. Would there not be a difficulty in requiring that a schoolmaster should apply a portion of his results fees to improving these premises which did not belong to him and from which he might be turned out?—I think the dignity of education requires that a schoolmaster should not be in hired premises.

11746. The dignity of education is one thing, but the means for supporting a school in a locality may not enable a schoolmaster to provide premises of his own?—With the results fees properly husbanded and used, he should be able to have a school of his own in most cases.

11747. There are some cases where halls belonging to the neighbourhood, used sometimes for other purposes, are obtained in order to hold a school in them?—Yes; I know two or three of them. *Feb.* 21, 1899. Mr. R. M. Henry, M.A.

11748. Most Rev. Dr. WALSH.—I think you have stated that the history portion of the programme is not studied at all in the case of ancient languages and history?—History is not studied; the facts of history are studied.

11749. I notice in looking over the reports of the examiners for last year that history is about the only thing which they speak of in favourable terms. In the Senior Grade, Mr. Sandford says, "The history was carefully and minutely studied, and more attention was paid to the chapters on literature and art than formerly." In the Middle Grade Mr. Starkie says, "The historical questions were well answered. In this subject a marked advance has been made in recent years." In the Junior Grade Mr. Starkie again says, "The historical knowledge exhibited in the answers to historical questions was both full and accurate. The life of Pericles was treated in a masterly way by many." That seems difficult to reconcile with your view of the case?—But the questions set in history are very often such as might be answered by a recital of facts without the history having been taught so that the boy would take an interest in it and follow the course of events, and follow the motives impelling the characters, which is the valuable part of history.

11750. But writing a life of Pericles in a masterly way does not seem a very easy thing for junior school boys?—In history there are certain questions that very likely will be asked, and boys very often work up questions of that kind beforehand and write an essay for the examination and reproduce it if necessary. They might reproduce what they have in that branch of history. It seems to me that the history examinations are the parts that lend themselves most easily to mere memory work except the translation of the prescribed authors. That was the only thing I wished to call your attention to.

The witness withdrew.

Rev. Brother E. J. CONNOLLY, Superior, Presentation College, Mardyke, Cork, examined.

11751. CHAIRMAN.—Rev. Brother Connolly, you are manager of the Presentation Brothers' College in Cork?—Yes. Rev. Bro. E. J. Connolly.

11752. And have been for twenty-two years engaged in teaching?—Yes, the whole time.

11753. You have during that time prepared for the Civil Service examinations, the Intermediate, the University and South Kensington Science and Art examinations?—Yes, for each of them.

11574. You have joined with five other brethren of your Order in sending us very elaborate replies to the questions that we issued?—Yes, they are unanimous.

11755. We received a letter from you as manager of this institution saying that the Superior General desired that you should attend here and give evidence?—Yes

11756. Now, we do not require you to give any evidence in relation to the matters that are stated in your replies: they are all fully before us and have been considered. But you say that you desire to supplement that written evidence to a certain extent, and to explain some of your statements?—Yes.

11757. Now we shall be happy if you will do that?—In some of the evidence already furnished I have made some alterations, and in my last letter I should have given the heads, but I was rather pressed for time, and these are details of the necessary heads, so that if the Board would have no objection I would wish merely to read the paragraphs containing a few emendations, and on each paragraph, I have a few remarks to make.

11758. Is it to re-read each paragraph only that you wish? I think we will be very happy to hear anything by which you wish to correct or supplement this printed evidence?—What I mean is this, that some of the paragraphs in the Blue Book I have supplemented.

11759. Certainly?—Those are the only paragraphs I wish to read on the present occasion.

11760. Very well?—And I must re-read some paragraphs in order to bring in the emendations. Then I want to put in some additions.

11761. Certainly?—In "the Alterations in system generally" we have made one or two changes.

11762. Most Rev. Dr. WALSH.—This is the second section?—Yes; section 2—Alterations in system generally:—"We consider it would be desirable that three experts, one in classics, one in modern languages, and one in mathematics and natural science, should be appointed to visit the Intermediate schools of the country and give the teachers the benefit of their experience in the teaching of these branches, and see for themselves whether the school is efficiently constructed and possessed of all the appliances necessary. Under these circumstances an additional grant may be given to an establishment reported by them to be thoroughly organised and up-to-date in every department. This system of inspection would be useful to both Commissioners and teachers, and would preserve intact the written and competitive examinations in June, without which the system would be worthless from a sound educational point of view. Should this not be feasible, perhaps these duties could be discharged by the Assistant Commissioners, who could see for themselves the practical work done in the schools, whose status as educational centres they are better acquainted with than if they had the most highly trained corps of inspectors (in the usually understood acceptance of their duties) in existence.

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In illustration of our contention, take for instance the case of the science inspector, who visits all the science schools in this country connected with the Science and Art Department, London. Needless to say, a teacher can derive great advantage from the visits of such a distinguished scientist as this gentleman is, but yet, his reports are subsidiary to the written examinations held by the Department. Should this suggestion be adopted, we think it would be productive of good educational results." This is the change that we have added: "Changes in the ages for the respective grades." This is new matter in addition to the original evidence.

Most Rev. Dr. WALSH.—I wish to understand where we are. You have read now four paragraphs precisely as we already have them from you in print. At least so it seemed to me. But perhaps I did not follow you.

CHAIRMAN.—I did, every word.

Most Rev. Dr. WALSH.—Is there no change at all in those four paragraphs?

11763. CHAIRMAN.—Not one word?—In the "Alterations in system generally" there is no alteration; I intended to have a new alteration added to that paragraph.

11764. Most Rev. Dr. WALSH.—Something added to it?—To the original form.

11765. But you make no change in those four paragraphs that you have now been reading out?—No. What I meant was, I asked permission of the Board merely to preserve the continuity of the evidence; I wanted to have one paragraph follow the other as I should have sent it in originally.

11766. I only wanted to understand where we were?—I merely asked permission to read each amended portion of my evidence.

11767. CHAIRMAN.—What amendment do you make to that?—I am only putting an additional paragraph.

11768. What addition do you put in?—This is the addition: After due consideration, we have come to the conclusion that it would be advisable to maintain the present division of the grades, but with this suggestion. Preparatory Grade boys should be limited to one examination under 14 years of age, Junior candidates to one under 15 years, Middle Grade boys to one under 16, and Senior to one under 17 years. This would give a four years' consecutive course to Intermediate students, and should necessarily be an excellent preparation for their future careers, which ought to be a decided matter at 17 years of age. As to the paragraph on written examination, I have nothing to add to my original evidence on that one particular point. Then, "Comments on the wide nature of the programme, with suggestions." I saw in my evidence in the Blue Book that I put that rather in a confusing way as regards arrangement of subjects.

11769. Under what head is that in the Blue Book—is it Rules 36 to 39?—Yes, Rules 36 to 39, page 27.

11770. I have it?—I would wish to insert—at least, it is the opinion of our community—that there should be three groups of these examinations—that is, two classed under the heading of secondary education proper, as is given here; and then we would be anxious also to see a commercial course established, and that is dealt with here also, on page 87.

11771. Yes, Group C?—Group C. We would be anxious that the commercial course should include English in all its branches, modern languages, mathematical subjects suitable for commercial life, and book-keeping, precis, shorthand, and any other subjects, that the Board would consider necessary for commercial life. In our opinion, these three groups would work this way. The first two courses defined would afford every educational advantage required by students preparing for the university, professional and higher Civil Service examinations. Those anxious to engage in commercial pursuits would find all their needs catered for in the third group as sketched by us. Quite recently I have seen a copy of the revised programme for Second Division clerkships, one of the most popular branches of the Civil Service, which will come into force in June, 1900. The subjects required under this new departure are almost identical with the commercial course we have sketched; consequently, should it be adopted, this important branch of the Service ought in the future, to be largely recruited from the ranks of Intermediate students. Then, as regards the public announcement of results, I would like to supplement what we have said on that subject by one paragraph, having reference to a matter which has come under my own personal notice. There is one paragraph printed here already in the Blue Book, and I would wish to add to this something that has occurred to me since I furnished the first evidence. That is, in proof of the necessity of the public announcement of the results of the examinations. In proof of this, I may instance from actual experience that for many years I have received the awards of the examinations of a public department in this private manner—that is, they were communicated to me as teacher of the school; I got them from the department; and I never noticed much anxiety or eagerness on the part of the students to learn the results of their examinations. In fact, some time ago, I told a high official of the department that the public announcement of the results of those examinations, similar to the method adopted by the Intermediate Board, would have a more beneficial effect in making them popular than more weighty legislation. The abolition of the public announcement of results would introduce a system of misleading advertisements and exaggerated statements about the quality of the results secured, which circumstances would decidedly militate against the best interests of education. Taking all matters into consideration, it is only fair to the public, in the first place, that they should be able to form their opinions with critical exactness concerning the relative merits of the establishments of the country from an independent standpoint; and, in the second place, to the headmasters and teachers of these establishments, who, no doubt, are themselves naturally anxious to avoid the stern rebuke of Dr. Johnson, who, in his Life of Addison, emphatically states "that not to name the school or the masters of men illustrious for literature was a kind of historical fraud" by which honest fame is injuriously diminished. I would wish to make a few remarks about the teaching of modern languages, which did not appear in our original evidence. It is our opinion that modern languages have been well and successfully taught in every properly organised school. Personally speaking, no instance of the "spelling method" referred to in previous evidence has ever come directly under my notice. I remember, however, getting a description of it once, grossly exaggerated, I am certain, from a gentleman who, to my own knowledge, had a very imperfect acquaintance with French but thought it was quite within his province, like many others in this world, to criticise matters about which he knew little or nothing. In this country, where all Continental colloquial advantages are almost nil, a fair pronunciation of a modern language, a thorough grasp of its grammar and composition, with a good knowledge of its literature, is certainly an intellectual acquisition that one may be justly proud of. In proof of the great aptitude of Irish boys for learning foreign languages, if they had only the local advantages of French and German lads, I would wish to give a practical illustration. Some time ago I engaged a Frenchman, resident in Cork, to attend the college for an hour and a-half every Saturday, solely for conversational French. I gave him in charge the Middle and Senior boys, all of whom had been taught to pronounce French correctly from the Preparatory Grade upwards.

For the first two Saturdays I desired him to relate incidents in French, so that their ears might become perfectly attuned to the French accent as spoken by a native. At every subsequent lesson, he entered at once into conversation, and in a short time every young fellow in this class was only too anxious to rattle off his ideas in French. A student from this class who had not even a full course in this conversational teaching, as he had to leave for a Continental university, where French is the language spoken; however, so great was his progress, that the president of the college in which he is located, has stated that after a couple of months, he was able to speak French fluently, and my own opinion is, that every carefully trained and brilliant Intermediate student would do likewise. From our insular position, we are practically debarred in Irish schools from basing the teaching of modern languages upon the living dialogue—the most natural way to learn them. With this thought before our minds, we consider that the encouragement of intelligent teaching by the Board under the present system is the next best substitute. In the document, I got from the Board, I saw one of the queries was the definition of an Intermediate school, and on this I wish to offer some new evidence. This, in our opinion, would be the definition of an Intermediate school; it is one that we have developed ourselves, as far as experience, opportunities, and means would allow us. We consider that, in a properly constituted Intermediate school, the students personally ought to be the chief object of the teacher's efforts, and, such being so, that the manifold advantages afforded by the Intermediate system should be utilised as a means of giving the students a first-class liberal education, and then launch him suitably in life, either as an aspirant for professional honours, a successful Civil Service candidate, or, should he prefer a commercial avocation, let him be a credit to his walk in life. To accomplish this, should certainly be the real objective of any system of secondary education. With this central idea before our minds as a teaching body, we have devoted every energy, not only to the advantage of our students when as Intermediate boys they were bringing prestige and distinction to the college, but constantly so afterwards, in whatever direction our services are needed. The practical development of our arrangements for many years past has been so successful, that boys who came to the college as lads of 10 or 11 years of age, have gone through the Intermediate examinations in due course, and have subsequently passed the necessary Arts examinations for the professions, graduated in the Royal University, won positions in the Civil Service, or taken up commercial pursuits, without ever leaving our class-rooms. No doubt, our students study closely, yet no over-pressure is enforced; every manly and athletic exercise is encouraged; but we have come to the conclusion that Irish boys must work diligently at their studies, and any tendency on their part to shirk the close and necessary application to study dictated by duty, and essentially necessary to win success afterwards in the all-important competitions of early manhood, in which the survival of the fittest is so forcibly illustrated, ought to be checked and restrained. These are the only new points I wish to bring forward as an addition to the evidence, but I would have no objection to be examined on the question of the examination papers.

11772. We shall be glad to hear any observations you wish to make?—Well, as regards the setting of two examination papers, one for pass and the other for honours, from my own experience of teaching I would not consider that a feasible proceeding on the part of the Intermediate Board. I have found it very inconvenient in dealing with the Royal University at times, though the numbers going in for the university are very small when compared with the vast numbers going in for the Intermediate. I have had boys who have elected to go in for honours in French and Latin, and then a short time before the examination they have signified to the university that they did not wish to compete. But we are bound to give due notice, and on many occasions I found that they were late, and that they had to go in for honours whether they liked it or not. Of course, if that happened on an extensive scale, it would be exceedingly inconvenient, but an examination paper might be arranged in this way: supposing there were twelve questions on a paper, there should be at least eight within the reach of any ordinary boy. There might be four honour questions; but I do not think the honour questions should be starred or marked or definitely pointed out on the examination paper, for the simple reason that a good boy who has studied the full course might not be able to take the whole of the honour questions, consequently he might want to take, say, three of the honour questions, and he might take one of the pass ones, and then he would be able to do that. Then, to give fair play all round, the boys need not, I think, know the honour questions, so that a young fellow who had put down a very good year's study might not be able to take the whole of the honour questions, but certainly could take some of them, and then supplement his marks by taking some of the pass.

11773. There is one head of your memorandum, "Criticism of Examiners' Papers." Do you wish to make any additional observations on that?—No, I have practically added nothing to that. I have written a long statement on the examination papers before.

11774. In the answers to queries?—I think so. But I have no objection to be questioned.

11775. We are more desirous of having your views than of criticising those views. Just one or two questions. Do you approve of this system of written examinations and results fees payable upon the results of the written examinations?—Decidedly so.

11776. Then you are of opinion that the system ought to remain as it is?—With the few changes that we have suggested.

11777. Changes in detail?—Yes.

11778. Now, in reference to the inspection that you recommend, to what do you think should it extend?—Classics, modern languages, and science.

11779. Would you have the inspector observe the mode of teaching?—Yes, I think that would be a very good idea.

11780. And do you think that ought to be taken into consideration in determining the rate of results fees?—Well, my own opinion is that there should be an additional grant under those circumstances. I am looking at it this way. If a college is properly organised and fully staffed, and if the inspector sees that each department is properly attended to, that the men are competent, and that there is no loop-hole in the whole place, I think that a college under those circumstances ought to be entitled to an additional grant outside the written examination.

11781. In reference to the efficiency of the teaching, do you consider that a school that teaches inefficiently and by bad methods should be paid results fees at the same rate as a school that teaches efficiently?—Well, hardly; I think the efficient school, as a matter of simple justice, should be paid on a higher scale.

Mr. Justice MADDEN.—Would you pay anything to a school that taught by radically bad methods as ascertained by inspection?

11782. CHAIRMAN.—There may be degrees of efficiency. One school may be taught so inefficiently that perhaps it should not be recognised at all, but then among the schools that would not be treated

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in that way of course there may be various degrees of efficiency. There may be good, better and best?—Well, that could be tested by the public examination.

11783. But I am asking you this. I do not believe that an efficient mode of teaching is now tested by the public examination, but are you of opinion that a really efficient school ought to be paid results fees at a greater rate than a school that is not so efficient?—Well, that is not the view I took of it.

11784. Kindly state your view?—My view is this, that in a good many schools where the management is efficient, and where every detail is attended to—for instance, if a college would have proper provisions for modern languages, and provisions for classics and mathematics—thoroughly and perfectly organised, that organisation alone, entitles it to an additional grant independent of the written examination, and I think that the experts could be utilised for that one particular purpose; but it would be very hard to draw hard and fast lines to disqualify a school altogether; it should be, in my opinion, very inefficiently conducted to be deprived altogether of results fees—that is, if it was recognised by the Board under which it is working.

CHAIRMAN.—I have no other questions to ask you.

Mr. Justice MADDEN.—I do not know of any questions that I want to ask.

Rev. Dr. TODD MARTIN.—Nor I.

The witness withdrew.

Adjourned for a short time.

Mr. C. H. Ward, M.A.

Mr. C. H. WARD, M.A., Vice-President, Association of Intermediate and University Teachers, examined.

11785. CHAIRMAN.—You are a Master of Arts?—Yes.

11786. And you are Vice-President of the Association of Intermediate and University Teachers?—Yes.

11787. And a Member of the Council of the Teachers' Guild?—Yes.

11788. You are aware that we have gone over with other members of the Associations that you represent the principal subject-matters they have dealt with in their replies?—Yes.

11789. And I understand that you wish to call our attention to certain specific matters?—Yes.

11790. Will you go through them please in your own order?—The first point I call attention to is as to the question of courses. Without saying anything about the advantages of the system, which I think may be taken for granted, I would like to point out certain practical deficiencies. With reference to the course as a whole, I may say that it does not begin soon enough. A great number of attacks have been made on the Preparatory Grade on the ground of over-pressure, but it seems to me that the over-pressure arises from a bad distribution of the work, and from not beginning soon enough. In both the French and German systems in secondary schools the programme begins at about the age of 9. I have here both the French and the German programmes, and I may make references to them afterwards. It seems to me that with reference to the rule of the programme which deals with the definition of a school, there is no safeguard whatever against allowing schools to be conducted by people who have no qualifications whatsoever, and in our suggestions which were brought forward we have pointed out the necessity for satisfying the Commissioners by means of inspection. The actual words are (page 10) that after "which" in Rule 72, "a school shall mean any educational institution which is approved by the Board's inspectors as affording," etc. However, it seems to me that we might go a little farther than that, and say that not only should the Board's inspectors, in case they should be appointed, be satisfied, but also the Commissioners should be satisfied by having a list sent to them of the qualifications both of the head teachers and of the assistant teachers. At the present time there is nothing whatever to prevent anybody, without any qualifications, starting an Intermediate school and getting together a number of persons more or less qualified; and the attractions which are afforded by the immense results fees which are paid on the individual pupils makes the thing very profitable. And with reference to that question I should like to call attention to some of the remarks which were made in the House of Commons at the Committee stage. "Mr. Errington took it that the intention of Parliament was to raise the general standard of Intermediate education; to induce able men to take part in the educational work, instead of mere adventurers, who took up 'cramming' as a profession, and also to raise up permanent institutions for Intermediate education." Mr. Fawcett also said, "Unless it was clearly defined who were the managers there was no security that any portion of the results fees would go to reward the teachers who had brought about the results in question. What security would Parliament have that the teachers were not under the thumb and control of some authority who would deny them any right to the smallest part of the results fees which they had practically earned?" And Viscount Midleton, in speaking of the system as a whole, said, "Looking at the Bill from a practical point of view, he thought that it contained elements of great hope for the future education of Ireland. It would bring into existence, in the first place, that to which he attached the greatest importance—a competent Board of Education—it would supply a system of examination and a test as to who were competent teachers, etc. Secondly, you would obtain an addition to the salaries of masters, which was at present grievously needed. What was wanted was, to engage the highest possible stamp of man, be his opinion what it might, to enter upon the instruction of the youth of the country. At present such men were to be found in a very limited number, and the demand was greater than the supply even as it was. If they were able to offer proper remuneration, there would be no difficulty whatever in obtaining competent men, and they would have the general standard of education immeasurably improved." Well, so much I may say as to the possibility of schools being started by managers with unqualified assistants under the present definition of a "school." There is also one other point which is introduced by this rule, and that is as to what a "school" ought to be defined as being with reference to the National school. I may say it is the opinion of the greater portion of our association that a school ought to be defined as "an educational institution (not being a National school) which can satisfy the Commissioners that it has a staff fully qualified to give Intermediate education." The next point I have set down is as to the division of the courses. A great deal has been said in reference to commercial education and scientific education, and we in our association thoroughly approve of something being done for the commercial side of education—in fact, the closest parallel which occurs to me at present is that an educational system seems to bear a very close resemblance to the introduction of railways—that you have to strike certain broad grooves through which great numbers may be run with convenience, because the old system of individual instruction has now to be given up owing to the large numbers of those who have to be educated; but it seems to me that it is not necessary for everybody to go to the

same station. At the present time Intermediate education as constituted in the programme is mostly intended to bring students to universities without providing them with advantages for going into business or taking up such professions as do not necessitate entering a university. On the question of specialisation, which I have set down, I do not wish to treat of that, because there seem to be certain difficulties in the way, and we have not come to any agreement about it. Personally I think that specialisation ought to be altogether outside the Intermediate course, and that is one argument for making an alteration of the age limits. If the limit of age were reduced from 18 to 17, that would give an additional year for honour students who are going into a university, so that they might have time to prepare their subjects without being compelled to take up other subjects in which they had not very much interest. Then with reference to the Grades, I think that a suggestion which has recently been made as to the division of the grades into three of two years each would work exceedingly well, and it might possibly do away with the difficulty as to over-age students. As it is at present, the over-age student is not allowed to enter in that part of the system in which perhaps it might be of most use to him to have some system of over-age—that is, in the Preparatory Grade. My experience has led me to see that many students in the Preparatory Grade, on account of their being backward in their education, are not able to be grounded properly because, on account of having no over-age system in the Preparatory Grade, they have to be sent on to the Junior Grade, and this prevents them from having a proper foundation.

11791. What limits of age for each grade would you suggest—would you tell us that, beginning at the Preparatory Grade?—The way I should like to put it would be this—that the present age should be retained, but the name should be different.

11792. What name should it be?—Taking the age as being from 12 to 18, if it should be decided to have those age limits, from 12 to 14 would be the Junior Grade, from 14 to 16 the Middle Grade, and from 16 to 18 the Senior Grade; and then, that there should be a Preparatory course; and I have drawn up a course which I do not propose to go into, but which I will submit to the Commissioners if it is of any use, as a Preparatory course, which ought to be taught in schools, so as to afford a basis of education for the Intermediate education; and I may point out that in the Reformed schools in Germany, which have been instituted since 1892, the system they go upon is, that up to a certain point, the instruction should be the same for everybody, and then they fork out in two directions, and they give the parents and the students the choice of what direction they intend to pursue.

11793. That is rather at an early age, is it not—at what age is that in Germany?—That is at the age of 9—8 or 9. They are not very strict as to the age limits. The system they go upon is knowledge, and not age; and that is another point which I should like to bring out very strongly—that it is a very unwise thing to force students on because they happen to be a certain age. That is altogether done away with in the National schools, where they have the standard system, and I think if the standard system were applied to the Intermediate education it would lead to very much better results.

11794. But the suggestion you make here as to the ages of the various courses—would not that, to a certain extent, perpetuate the evil?—I do not think so, because, I think, those ages ought to be taken, more or less, approximately; I just mention those as general limits, which would represent the average ages.

11795. I do not know if I quite understand you. Would you allow any student under 12, under 13, or under 14, to present himself in the Junior Grade, so that there would be a limit of three years?—I would not allow anybody under 12 to go in for any written examination.

11796. Then it would be, in the Junior Grade, over 12 and under 14?—Over 12 and under 14: and the Junior Grade should be so constituted that there should be no competition whatsoever.

11797. In the Junior Grade no competition?—No, it should be a purely qualifying examination, and in the Middle and Senior Grades, there might be competition for exhibitions and prizes.

11798. You would allow students in the Middle and Senior Grades to go in twice if desired?—If desired.

11799. Most Rev. Dr. WALSH.—You would have no competition, then, under 14?—No competition under 14.

11800. CHAIRMAN.—About the Preparatory course—I do not quite understand that?—The particulars are stated in the paper which I have submitted. Such a course, perhaps, should not be made compulsory in schools. Why I think such a course necessary, is for this reason—that, at the present time, in many schools, thinking that it would be a good thing to save as much time as possible, the students are urged to begin studying Intermediate subjects before they have time to understand them, instead of being properly educated, so that when they come to the Intermediate age, they would be able, on account of their mental development, to do the work in quicker time. I may mention in reference to that, that I know of certain cases where children have been set to learn the third book of Euclid before they had learnt the first or second, because they did not happen to be in the Preparatory Grade; they began in the Junior Grade.

11801. How could they learn the third book?—I do not understand how they could do it, but that is what it leads to in certain schools where they do not understand the theory of education, and, I think, for guidance, some such programme ought to be drawn up, and that it need not at first be made compulsory, but a great number of schools might be anxious to have the opinion of experts on the subject.

11802. I want to see that I quite understand you about this. You would have a Preparatory course that would extend from the age of 8 to 12?—I would make that 9 to 12.

11803. From 9 to 12. Well, now, do you propose that we should have any control over that Preparatory course?—I do. That is intimately connected with the subject of inspection, as to what should be the duties of inspectors.

11804. You will deal with that when you come to inspection?—When I come to inspection I will treat of that.

11805. Very well, follow your own course. I should much prefer you to follow your own course. The next matter on your memorandum is, "How to deal with over-age students"?—That is a point in which, I think, the division of the two courses into three groups of two years each, would make it very much simpler. Of course, I think it would be advisable in case of a student going in for a lower grade, and not being able to pass, that there should be certain difficulties put in his way as to entering for a higher grade; some reason should be given why he should be allowed to do so, because there are many cases I know of, of students of fairly advanced age, whose proportions are gigantic, but whose mental development is dwarfed and stunted. I have known of some examples of that kind.

11806. The ages you have given me here would be the ages for students entitled to compete?—Students entitled to compete for exhibitions.

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11807. Would you allow any excess over that for the over-age students who would not be entitled to compete?—I should be inclined to do so, because I think it would be much better to have an elastic system rather than to have it too rigid.

11808. I agree thoroughly that it must be an elastic system. What period would you name for over-age students above those ages?—I think if the papers were reduced in difficulty——

11809. If the papers were what you think they ought to be?—If the papers were reduced in difficulty, if a student were not able to pass, giving him one year over age, it would be time for him to leave school; and I do not think it would be wise to give more than one year over-age for all grades.

11810. One extra year over-age for all grades?—For all grades, including the one from 12 to 14. Then, with reference to exhibitions and prizes, I have already said that I think there ought to be no competition in the lowest grade, but in the other two there might be, and we are strongly of opinion in our association that the prizes should only be for one year, and that they should not continue. Then the next point I have put down is with reference to pass and honour students. Now, there is one point which, perhaps, may have escaped notice with reference to pass and honour students—that there may be two boys of the same age, but one of them may have the pass abilities, and the other may have the honour abilities, and also, there may be boys of successive years, say 13 and 14, and the boy of 13 will know as much as the boy of 14. Well, by allowing a student who has passed a grade to go on as soon as he is capable of doing it, and keeping all at more or less the same level, you will then do away, to a very great extent, with the difficulty of dealing with pass and honour students. My experience has been that it is very inconvenient in teaching a form to have two distinct classes of boys, who are taught the same subjects, merely because they are the same age, and not because they are of the same attainments, and that is a practical difficulty which is found in most schools, which leads to a subdivision of classes, much more than ought to be the case. In some large schools in England (for instance, I may mention the City of London School), they have classes of forty or fifty boys doing the same work; that is, because they all happen to be of the same standard. It would be perfectly impossible in an Intermediate school at the present time to have any such thing, and get the same results.

11811. With the alterations you suggest in the limits of age—of having boys of two different ages competent to be in the same class—assuming that suggestion was adopted, would not that difficulty be got rid of?—I do not quite understand.

11812. Supposing in the Middle Grade that any boy that was over 14 and under 16 could go in for it, then would you not be able to choose your boys in the Middle Grade class, not according to age, but according to ability?—Much more so than at present.

11813. But would you not be able to do so efficiently, because if not, would not the remedy be to make even greater elasticity in the ages than you suggest?—Well, I think that if you gave one year above over-age——

11814. That would give you three years?—That would give three years, and overlapping of ages would be allowed.

11815. There would be no objection to that, would there?—No, I do not think so.

11816. You might put a boy that was over 16 years of age into the Middle Grade and teach him with a boy that was just 14?—In the same class.

11817. Yes, if they were of the same ability?—If they were of the same ability, yes, certainly.

11818. Are you not suggesting these alterations in ages in order that you may select your students in each class according to ability, and not according to age?—Exactly—having them all working at the same time.

11819. Now, assuming that suggestion of yours was approved of by us and carried into effect, what would you then suggest as regards pass papers and competition papers?—Well, I would suggest that the papers should contain perhaps half, or three-quarters of the questions, being reasonable questions, such as might be expected.

11820. Pass questions, that might be answered by an average boy that had been fairly taught?—Certainly.

11821. Would you have those so treated upon the paper that they should be described as pass questions?—I think it would be a great mistake to do so, because, if that were done, the boy—the ordinary human boy, going in for an examination, would say to himself, "This is the pass portion; if I do so many, I will pass, and I won't trouble myself about doing any more;" so it would be better to have the whole paper to choose from.

11822. Without there being any distinction mentioned on the paper between pass and honours?—I do not think they should be distinguished, but I think it would be advisable to put the easy questions first.

11823. Then, in substance, you approve of our continuing to have only one paper?—I do, and I may say that pass and honour papers have already been tried by your Board, in the year 1880, and they do not appear to have been a success, because they were given up immediately.

11824. Do not take it that they were not successful, but as a matter of fact, they were given up. Examination is the next question you refer to: "Does over-pressure exist"?—On the question of over-pressure, the members of the association think that the principal over-pressure consists in the home-lessons, and that well-qualified teachers would be able to do the greater part of the teaching in school, and might be able to reduce the home lessons. In fact, in many English schools they do not approve of having any home lessons at all, but on this side of the Channel there are two kinds of parents; there are those who think they are not getting value if the boy does not get plenty of home lessons, so that when he comes home he will be kept out of mischief; but, on the other hand, I have heard of parents who have found their children quite grieved at not being able to finish all the work given them to do; they were almost afraid to go to the school the next day because they had not it all prepared.

11825. I felt that myself. Then, according to your experience, some degree of over-pressure does exist?—Oh, I certainly think there is over-pressure.

11826. Do you find that that over-pressure exists in the case of boys that contemplate a pass only, as distinguished from competition boys?—Quite so, and I think there is not only over-pressure on the part of the boys, but on the part of the assistant teachers, to get through their work in the time, because the programme is so extensive that it is almost impossible to get it done in the year's time.

11827. Do you think the number of subjects allowed to be taken up by one student is too large?—I do not think so, but I think the subjects might be divided more reasonably and the programme drawn up should be reduced to a very great extent.

11829. You think the amount of work prescribed is too large?—The amount of work prescribed is too large; I do not say the number of subjects is too great.

11830. Do you make any suggestion with a view to preventing over-pressure. Perhaps you have not considered that?—There is one suggestion I might make with reference to over-pressure, and that is that

in a programme which should be given out by the Commissioners for the use of schools there should be certain hints to teachers as to the best method of teaching the work—warning them not to do certain things for instance, and I think they might very well in certain subjects say it is not necessary to learn by heart 3,000 lines of very middling English poetry.

11831. I think a very effective way for our doing that would be to see that no questions were ever asked that would involve such pressure on the memory. Your opinion is that it is only by our lessening the memory work that the over-pressure can be reduced?—Distinctly so; I think there is a great deal too much memory work, and certainly the over-pressure can be very greatly prevented by employing teachers who will teach the boys in the school, because to give too much home lessons is simply a proof of incompetency on the part of a teacher, and the teacher in school does nothing else but practically play the part of a detective to find out whether the boys have been working at home.

11832. I do not understand how you suggest we can bring about that result. The ordinary hours when I was at school in Dublin used to be from 10 till 3?—Yes.

11833. And then you left school at 3, and you were expected to know all the lessons the next morning at 10?—But there are many schools where the hours are from half-past 8 to 3, and between Easter and June the boys (and girls, perhaps in some cases) come back and work from 5 to 7, and then have their home lessons besides.

11834. Then according to your evidence, in some schools the hours are too long?—In some schools the hours are too long.

11835. Even if there were no work at home at all?—Exactly.

11836. "If so, in what respects, and from what causes?"—have you fully developed that?—Well, of course it is partly developed by considering the nature of the examination papers, because the teachers have to work according to the examination papers, and if certain questions are asked which entail a great amount of memory work, it is necessary for the teachers, if they wish their pupils to succeed, to work according to the standard which is set for them. And there is also another difficulty—that this standard varies so much from year to year that a larger amount of ground has to be covered in case of chance questions which may escape.

11837. Now we will go to your next heading?—On the question of inspection I may say that I think that in a school all students who do not enter for the examinations ought to be inspected, both in the elementary classes and those of the Intermediate age—that it ought to be seen in what way they are being taught, and I think that the age—the Preparatory age—is a very important one, and that students from the age of 8 to 12 require the most careful teaching—that is that they ought to be prevented from doing too much and ruining themselves and their memories and their brains.

11838. That they should be taught by good methods in which the intellect would be brought out?—Distinctly so.

11839. How do you propose that we should do that—by inspecting the methods of education of the Preparatory classes?—Partly as I have already suggested, by setting a programme which ought to be followed, and then by inspecting and seeing how that was carried out.

11840. Seeing how they are actually taught?—Seeing how they are taught.

11841. Do you propose that we should make any payment to the teacher for the students in those Preparatory classes?—I think that it ought to be taken into consideration; but on that question there is a great deal of difference of opinion as to the best method, and I think it is more or less a question of administration; but I think the old system of paying results fees on the success of pupils has been given up in the English schools, and that the present standard of results fees is the inspection, and not the examination which they pass. However, it is a subject which I have not fully considered, and I do not think it really belongs to us; it is more a matter for the administration.

11842. It is more a matter for the Commissioners of course?—Exactly so, of course.

11843. But then you do not object to the results ascertained by inspection being taken into consideration in determining the amount of remuneration to the school?—We have no objection whatever to that; we think it would be a very great safeguard, because it is our view that the educational system would be greatly improved by adopting this course.

11844. And you think that in order to do that we must have some control over the students in what you have called the Preparatory course?—I think distinctly so.

11845. In order to see that they are fitted to take the education they will enter upon when they are 12 years of age?—I think it is absolutely necessary.

11846. Do you object to inspection of the other classes—the Junior Grade, Middle Grade, and Senior Grade?—Well, I have considered that question, and it seems to me that the inspectors that would be required would be—taking 387 schools which are on the list of the Commissioners—a certain number of general inspectors for the elementary classes and for the general subjects, and specialist inspectors for modern languages, for the classics, and for science, each having his own division.

11847. Of course, you distinguish between inspection and *viva voce* examination?—Oh, distinctly.

11848. It would be very difficult to have a *viva voce* examination of all the students in all the subjects?—I think it is quite impossible; we are altogether of one opinion with regard to that.

11849. Now taking science—natural science; what do you say to a practical examination in natural science subjects at the school by special inspectors for that purpose?—I think that is the most reasonable way of carrying it out.

11850. And then as regards inspection in other branches it would be sufficient to inspect the mode of teaching as distinct from testing any individual pupil?—Well, I think that the mode of teaching is certainly the most important thing to test. Some of our members seemed to think that they would rather object at first to teaching before an inspector, and that they would prefer an inspector to examine, and on that point I may say that a good system at first would be not to be too stringent.

11851. Every system must be introduced tentatively?—To give private warning to the teacher, and not to the manager of the school; and also that the Commissioners should be advised, and that a black book should be drawn up, because it is absolutely necessary to get rid of incompetent teachers, of which there are several; there are numbers, quite incompetent, teaching in Irish schools.

11852. Do you not think that this system of inspection if properly carried out, although with great tenderness and leniency, would tend to get rid of these incompetent teachers?—It would, certainly.

11853. Incompetent teachers could not live under a good system of inspection?—They could not; I think that would be one result; but of course it would be necessary to have inspection in order that it might be fully discovered.

11854. "Charaster of Inspection and Working of System Suggested—*Viva Voce* Examination—Supervision of Teaching Methods"—have you said everything you wish to say on that subject?—Well, I do not think there is anything more I wish to say about the supervision of teaching.

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11855. Then your next heading is, "Teachers—What to Encourage and what to Avoid—Registration—Holiday Courses—Conferences"?—With reference to teachers of course it is perfectly obvious that the thing to encourage is to encourage good teachers, and to encourage them by means of making them an assured position, not only in paying them sufficient to live upon, but also in giving them a certain security of tenure which in many cases, of course, they have not at present. It is found easier in many cases to engage assistant masters at a cheap rate in order to make private profit than to engage competent teachers, and the managers are able to do this because the present system of examination is not sufficient to test the difference between good and bad teaching.

11856. But that evil would cease when good and bad teaching were distinguished by a good system of inspection?—It would certainly have a tendency to root out the incompetent teachers.

11857. And what alteration do you suggest that we should make in order to encourage good teachers?—Well, I think that it would be a very good thing if all the managers of schools were requested by the Commissioners to send in a salary sheet of all the teachers, and if also certain rules were drawn up with reference to a minimum staff—what should be considered as the average number of boys which a teacher should be expected to teach. And of course registration would have a salutary effect; we have already drawn up resolutions asking to have our body admitted under the new Act.

11858. Under the Duke of Devonshire's Act?—If possible.

11859. There is a reference in your paper to the amount of salaries under the National Board in a particular class of schools. There is a rule in the convent schools that if lay assistants are employed they shall be paid salaries not less than a prescribed minimum?—I think it is quite necessary for the Commissioners to have a prescribed minimum.

11860. Most Rev. Dr. WALSH.—That is quite a new rule in the National Education Board, made within the last year or two, and it is working very satisfactorily. The number of the staff is also regulated by the same rule—it prescribes that there shall be a sufficient staff, and it fixes this by a definite scale?—Yes. Then there is one very minor point with reference to foreign masters who come over to teach languages—that it should be necessary for them to prove their qualifications, because cases have been known of people representing themselves to be what they were not, and there have been cases of imposture of that kind.

11863. CHAIRMAN.—That would be very easy; the registration of teachers in most foreign countries is very much easier than in this country?—I do not think it would be very likely for a very first-class teacher, say from Germany, to come over here in order to teach, because in order to be a teacher in Germany, quite independent of the university curriculum they have perhaps one of the most difficult examinations that is possible in Germany.

11864. I think we are aware of the mode of training and testing the German teachers. What do you mean by holiday courses and conferences?—With reference to that, the association are not altogether agreed. With reference to holiday courses I may say these are entirely my own views upon the question—that it is very advantageous for teachers of science and teachers of modern languages to attend such courses.

CHAIRMAN.—Holiday courses for the teachers as distinct from the students—and conferences; yes, I understand that.

11865. Most Rev. Dr. WALSH.—How could we arrange that?—Well, I do not think there is any way of arranging it, but I may say in the Scandinavian system the Government actually give money to the teachers—I think the amount is something about £25 or £30—in order that they may go away to attend teachers' conferences.

11866. CHAIRMAN.—Nearer home, in our Science and Art Department I think there are sums of money paid to practical science teachers for the purpose of attending holiday courses?—Perfectly true, they may go to South Kensington; and an attempt is being made to bring about the same thing here.

11867. The next head of your memorandum is "Results Fees—Objects—Present Working"?—The present working of results fees is that in the majority of schools the teachers receive no results fees whatsoever. I know it is a very difficult question to deal with, and it is a question whether results fees ought to be paid to the managers of schools and then filter through, or whether they should be awarded on the results of the teaching. Personally, I think it would be much better that the results fees should be paid to the managers of schools. If a salary sheet were drawn up, it could then be seen what variation there was from year to year. The less variation, the better for the school concerned.

11868. You suggest that an account of disbursements of results fees should be furnished?—I think it would be very advisable to do so, because on the question of exhibitions we are strongly of opinion that all exhibitions should be applied for purely educational purposes; and I think the same may be said about results fees—that they ought to be used for educational purposes only.

11869. The last item on your memorandum is "Classical Course and Modern Languages—Present Deficiencies and Suggested Improvements"?—Well, on the question of the classical course, which is the subject that I teach, and in which I take most interest, I think it is quite possible to give as scientific teaching in classics as in any other subject—that it altogether depends upon the method, and it is quite necessary for a great number of teachers of classics, considering the reports of the examiners as to the way in which classics are taught, that something should be done generally to make the students acquainted with the regular forms. I think the examiners themselves are very largely to blame for this, because they always—I will not say always, but in a great number of cases they go out of their way to find irregular forms instead of asking for the simpler forms in the lower grades.

11870. That is a usual remark that is made in reference to all examination papers—it has just recently been made by Lord Salisbury—that instead of asking ordinary questions to test general knowledge they ask questions in reference to exceptions and abnormalities in the language?—I think that is perfectly true.

11871. You think as far as possible that ought to be avoided?—It should be avoided as much as possible.

11872. In the paper that I have before me, in which your name appears—your qualifications do not appear, but I have now turned to another paper in which they do. You have told us that you are Vice-President of the Association of Intermediate and University Teachers. You have been Assistant Classical Master in the High School, Dublin, from 1890 to 1898, you were Assistant Master in Queen Elizabeth's Grammar School, Ashbourne, Derbyshire, and the Abbey, Beckenham, Kent, in 1888 and 1889?—Yes.

11873. You were Examiner in Classics to St. Vincent's College, Castleknock, from 1890, and Centre Superintendent under the Intermediate Board from 1891?—Yes.

11874. So that you have been continually teaching from 1888 to the present time?—I have.

11875. Are there any other matters I have not asked you about?—There are one or two matters in

connection with the classical course—the relations between the English and the classics. Several classical masters have pointed out to me that it puts very great difficulties in the way of teaching classics that analysis is not prescribed earlier in the English course, because in order to do any translation whatever, unless one goes according to the analytical method it is quite impossible to make any useful progress.

11876. You mean analysis of sentences?—Analysis of sentences.

11877. You think that ought to be prescribed earlier?—That it ought to be prescribed earlier, and that it is a much more valuable exercise than mere parsing.

11878. Everybody agrees, I think, that it is more valuable; it is a sort of higher kind of parsing—parsing the entire sentences instead of particular clauses?—Yes, and I should like to insist upon the question of the reduction of authors in the lower grades.

11879. In English?—Well, of the style in English. We have pointed out that it would be an advisable thing to draw up a selection of English literature in which students should be able to become acquainted with a larger range, and that as far as poetry goes what they have to learn should be really worth learning.

11880. By first-class authors instead of second-rate?—Exactly so, and covering a wider range. I do not know whether I put anything down there about modern languages.

11881. Yes—"Classical Course and Modern Languages—Present Deficiencies and Suggested Improvements"?—I think that with reference to modern languages it would be very advisable to encourage everybody at present teaching to make themselves acquainted with the newer methods in order to teach better.

11882. How would you suggest that we should do that?—As I have already suggested for modern languages; of course there are modern language courses both in France and Germany, and it might be possible to make arrangements to have large numbers of teachers going there. The travelling expenses are the largest item; the actual fee is very small, in fact in many cases not more than 30s.

11883. You suggest that we should have power to pay the travelling expenses of a certain limited number of teachers during vacation time if we satisfied ourselves that they utilised the time in attending courses of lectures?—I think it would be a very valuable thing indeed for teachers if it could be done. There were just two other things I wished to mention. When Mr. Crook was giving evidence here, last Friday I think, he mentioned (I think he must have made some mistake about it) that he was speaking in the name of the assistant teachers in Wesley College. But I have been asked by several of the members of the staff there who belong to our association to say that their views on the question are the views of the association, and not of Mr. Crook.

11884. Most Rev. Dr. WALSH.—So that he really spoke only for himself?—Only for himself.

11885. At least he was not authorised to speak for them?—No. There was one other point. One of our members, referring to a statement made by Professor FitzGerald, that the introduction of commercial schools might possibly lead to pernicious social influences, has written to the director of a large German school asking him if such a thing occurs in Germany, and he says they know of no such pernicious social influences arising from the division of the courses.

11886. CHAIRMAN.—I suppose you would like to hand in this paper, and we will take it as part of your evidence?—Yes.

(Paper handed in.)

Mr. Justice MADDEN.—I have nothing to ask; Mr. Ward has stated his views very clearly.

11887. Dr. BARKLEY.—With reference to what was said about Mr. Crook's evidence, I see the paper he sent in was signed by the entire staff of masters of Wesley College; it was probably in reference to that written paper, and not to his oral evidence, that he stated he was speaking on behalf of the staff?—It must have been that, but as reported in the newspapers it seemed to be otherwise.

11888. I think that is probably the explanation. I do not think he meant us to understand that all the evidence he gave was given on behalf of all the teachers. You have some experience as a centre superintendent?—I have.

11889. Is there anything in your experience as a centre superintendent that you would like to bring forward?—I have never had any experience as to irregularities, but I have had theories as to irregularities that might occur, and it has often struck me as regards the examination papers that the safeguards against their being opened are not sufficient, and that it is quite possible for any superintendent, if so disposed, to open all the papers given him when he gets to his centre, because according to his instructions he has merely to show the seal to the student, who has to put his number on the other side to show that the seal has not been broken; but of course it is quite possible to open the papers without breaking the seal. I do not think the safeguards are sufficient.

11890. No case has ever come to your knowledge in which they were opened?—Never; I have never had any case brought to my knowledge.

11891. What further safeguard would you recommend in regard to that?—Well, the only safeguard that you could have would be to have some local person unconnected with the school or the centre to examine the papers; in fact, one could make use of the new Local Government Act and give the officers something to do at examination times.

11892. We have no control over the officers?—It might be a request in the Instructions to Superintendents. If a superintendent becomes ill the Commissioners direct him to send to the nearest magistrate or clergyman, so that it seems as if they might be called upon in cases of that kind.

11893. But to act as a check upon the opening of examination papers would it not be necessary for this external authority to attend the examination room twice a day?—I do not think it would be necessary to do that, but I think if they came perhaps two or three times in the week it would be quite sufficient.

11894. At the time the papers were opened, or at any time?—At any time, yes, because they could then examine the box and see that those only had been opened which ought to have been opened.

11895. Most Rev. Dr. WALSH.—You had a good deal of experience of secondary schools in England?—I was there for two years, nearly.

11896. To what extent were the programmes of those schools fixed by external authorities—the schools in which you taught?—In one school we were working for the Cambridge Local Examinations, and the other school was a preparatory school in which the programme was what was required for the ordinary large public schools.

11897. There is some latitude allowed, I believe, in the Cambridge Local, giving a choice of two books?—Yes.

11898. Do you think it is better to have a little latitude of that sort given?—I think it is much better to have latitude given.

11899. Better than the rigid system which we have in the Irish Intermediate system?—Yes; and the French system is to set alternative authors.

The witness withdrew.

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Mr. N. D. MURPHY, M.A., Secretary, The Commissioners of Education in Ireland, examined.

11900. CHAIRMAN.—You are, I think, the Secretary of the Commissioners of Education in Ireland?—I am.

11901. You are also the Inspector, appointed by the Lord Lieutenant, of the Ulster Royal Schools? Yes.

11902. You have been eight years one of the Secretaries of the Educational Endowments Commission?—Yes.

11903. In all those capacities you have had considerable experience of Intermediate schools?—I think so. I may mention that as secretary, or assistant-secretary, rather, of the Educational Endowments Commission, it was my duty to go round with the Commissioners when they went to the different educational centres through Ireland, and personally examine and go into the different schools.

11904. Yes. According to your opinion, formed from your own observation, does the system as at present administered, tend to encourage book knowledge only?—I think so, most certainly. First of all, perhaps, I may not be out of place if I give it, as my opinion, for what it is worth, that, undoubtedly, the Intermediate system has been of benefit to education in Ireland; it has given a great stimulus to secondary education, and has put the means of secondary education in the power of those who, but for it, never could have got such education at all. But the tonic has been too strong, or rather, perhaps, I may say, the medicine, was satisfactory and suitable, but the prescription requires revision.

11905. The prescription has been too long taken?—At all events, there are defects in the constitution of the patient which require looking after. I do not wish to go into matters which I officially know nothing about—those subjects which have been touched upon, such as the touting for pupils, and matters of that description. But I am clearly of opinion that not only the programme set, but the method of teaching in the schools, has been directed to develop the faculty of memory alone, at the expense of the higher faculties.

11906. Now, I should like to know, is that a matter of your own actual experience, having observed the teaching, as distinguished from *a priori* reasoning?—Somewhat from my observation on the subject, but mostly from *a priori* reasoning, and from reference to actual evidence which has been given before you. I shall merely make one quotation upon the effect of memory—what I may call memory applied for a bad purpose, rather than for a good purpose, in connection with teaching, and I will refer to the Report of the examiners in English, in the Preparatory Grade of last year, the four examiners being Miss Barlow, Mr. Magennis, Mr. Nicolls, and Mr. Steele; and it is with reference to English composition.

11907. Most Rev. Dr. WALSH.—That was in 1897?—Yes; your Grace is perfectly right. It is the report for the year 1897, but it is the last report available for the public. The passage which I refer to deals with English composition, and that is after all a subject which is, at least, outside the region of "cram," as such.

11908. CHAIRMAN.—It ought to be?—It ought to be, and, therefore, any evidence from the examiners themselves on that subject, though it may convict the examiners, as one witness seemed to think the other day, of setting papers leading to these very practices, is still evidence of the fact to which I wish to testify—namely, that the memory is cultivated at the expense of the other faculties. The passage is, shortly, this:—"In too many cases it was painfully obvious that this natural ability"—that is, the ability of the pupils—"had neither been judiciously developed nor wisely guided. In such cases, the conviction was forced upon us that the teachers were rather concerned to secure that their pupils should 'pass' the examination in some fashion, than that they should fairly understand the subjects of the English programme, and benefit intellectually by the year's study and instruction. This system of converting children into mere earners of results fees, to the detriment of their education, is promoted by many, many devices"—and then they enumerate a number of devices which are used. There is another passage in the examiners' report—I do not think I need refer to it, because what I have already read sufficiently illustrates what I want to say—where they actually find that a given subject in English composition being taken by the pupils, another subject, which, obviously, had been crammed into their heads, was, with suitable beginnings and suitable endings, sent up as the composition on the subject set by the examiners.

11910. Now, having said so much, the principal point I want to draw attention to with regard to the working of the present system is, that while it does everything for the development of the memory, and, to a large extent, of the intellectual faculties, the higher faculties, it does nothing for the education which has to be obtained, if I may say so, outside the school-room—that is, the character training, as well as the intellectual training, which is to be obtained outside the class-room, and outside the school-room. The association of boys with each other, and the relations between themselves and the masters, the relations of the masters to themselves, and what might be generally called the life of the school, or the tone of the school, does not appear to obtain any direct recognition at all from the Intermediate system. Now, I do not think that can be right. One of the most important points of a boy's education is the development of his character in his relations with the small world of the school, which is really the entrance to, and the preparation for, the great world which he enters afterwards; and, in my opinion, the administration of the present system does not tend to develop the virtues and qualities which boys ought to develop, and which ought to make good men of them. I refer to the manliness and courage which ought to be obtained by contact with each other in games and athletic sports, the mutual help of societies in the school, and what might be generally called manliness. With regard to that, I do not wish to be heard as saying that games and athletic pursuits generally are not pursued in Irish schools—I have direct evidence to the contrary; but the Intermediate system does not do anything directly to encourage those pursuits.

11911. You mean that it will pay a school as well in which none of those elements of success in after life exist, as another school in which they do; you refer to debating societies, field naturalists' work, and matters of that description?—Precisely—that there is no help given to methods of education not directly carried on in the school-room. But a great deal more than that—and there has been a good deal of evidence already given upon the subject—the want of incentive to the development of such methods in the school leads directly to the boys spending their recreation time in making up their lessons, and particularly towards June, when the examinations are coming on. I think that ought to be stopped.

Mr. Justice MADDEN.—I have found the passage of which you were speaking just now. It is at page 38 in the Report for 1897 of Miss Jane Barlow, and others:—"We detected occasional traces of

one device, which can only be characterised as pernicious and demoralising; before the candidate has even entered the examination hall, his work of composition is done; he has been primed with an essay, chosen, on speculation, from some author, and is supplied with a series of 'introductions,' from which to select, in order to adjust the memorised essay to the special requirements of the examination paper."

11912. CHAIRMAN.—Before you go to your next point, there are two matters which you have passed over, and which I wish to ask you particularly about. Look at paragraph B of your memorandum:—"Under the present system there are numbers of small schools in isolated districts, which receive practically no benefit"?—That point I was coming to next. In reference to that I went over the list—what, I think, is known as the November list—for the year 1896-97.

11913. And I have gone over the list of the schools to which we gave results fees?—That would be the correlative of the list I refer to; I will deal with that in a moment. I marked—I will not say picked out, because I took them exactly as they came—forty-two schools, with an aggregate of 731 pupils. No one of these schools had more than twenty-five pupils, and every one of these schools was situated in an isolated district, in isolated towns—villages, I might call them—where there was no other means of Intermediate education, or if there was, it was a school belonging to, probably, another denomination; at all events, the two schools, if they did happen to be in an isolated district, were each available for a different class of pupils. These forty-two schools between them earned the sum of £378 18s. 9d. in results fees in the year 1897—that is to say, at the average rate of £9 0s. 5d. per school, the average rate per pupil for the same time being £9 16s. 0d. It is obvious, that £9 0s. 5d. will not go very far to promote education in such a school, and, on the other hand, it is equally obvious that if you have 731 pupils, you have a demand to that extent for Intermediate education in these schools which the present system does little to meet. Each of these must have at least ten pupils, but there may be schools of eight or nine pupils where Intermediate education is required.

11914. Do you think there must be ten students within the ages under the Intermediate Education Act?—No, but I think in this list, which is sent up in November, there must be not less than ten students in each school. As I understand from the rules, the schools must have not less than ten pupils each.

11915. Look at No. 72—would not a pupil of only ten years of age come in under that?—I am aware of that, perfectly.

11916. Then, it may be that in some of those schools where only one student gets results fees, there is only one student in the school within the age capable of competing?—That is possible, undoubtedly, but I do not think it affects my argument, that there are 731 pupils who are there receiving instruction, and for whom the Intermediate system at present provides at the rate of £9 per school, and not per pupil.

11917. That is, there are those numbers of pupils, if you assume that all the pupils in the list are really Intermediate pupils?—On that I would be disposed to take an average, taking the number of the roll list, if I might call it so, of that year, with the number actually presented for examination, and, roughly, it is about twice as many—it is, actually, a little more; therefore, dividing 731 by 2, you have 366 from these remote schools presented for examination. On the other hand, going through the same list, I find, following the same process, a list of thirty-one schools of twenty-five pupils, and under, in the large towns, where there are other schools ready to provide the same education as that given in those schools. In other words, the Intermediate system, on its present management, allows the development of a multiplicity of schools which are not wanted. To use the words of Erasmus Smith, an educationalist of 200 years ago, "These small schools, as suckers, do starve the tree." I do not know that I need say anything at present on the other subjects—that is, the condition of the present pass examination, or the preponderance of what I may call the literary side of the present Intermediate programme; but I should like to say a few words on the subject of exhibitions. I think the exhibitions are a great deal too valuable. I might instance a story I heard within the last four days, of a Junior Grade exhibition going to purchase an outside car for the father of the boy. I would propose that there should be, undoubtedly, some exhibitions, but that those exhibitions should be of two classes—first of all, an open exhibition, open to all Intermediate boys who are under instruction, for the purpose of giving that reward and stimulus at the same time to deserving boys, and industrious and clever boys, which they are entitled to receive. But, under the present system, there is one class of boys who do not necessarily receive any benefit at all: I refer to the boys whose circumstances are such that they cannot afford to pay for their education. Of course, if they are very clever—or, rather, if they are cleverer than nine-tenths of the other boys—they come within the exhibition list, but it may be that, without being so clever as that, they are quite worthy of having means of continuing their education, and at the same time they are cut out of it.

11918. Do you speak from experience in saying that?—Certainly.

11919. Because it would occur to me that our results fees are so high that it would be quite worth any school's while to take up a boy of average ability, and the results fees would be quite sufficient to pay for his schooling?—Yes, but the school would still make him pay for his schooling.

11920. In our time £12 a year used to be considered a very fair sum to pay in an ordinary day school?—Perhaps if I go to concrete facts it will be better. What I refer to, in speaking of what I might call provision for free pupils, is the provision which exists in the scheme for the Royal School Endowments for free places at the schools of which I am inspector. There are ten of these schools. There is a provision in the scheme that each school must offer each year not less than two places for competition among deserving pupils, and those pupils, to use the words of the scheme, must be in such circumstances as to need and be capable of taking full advantage of free intermediate education in the school. Those provisions were put in force in all the schools; but what I found as the result of my inspection was that, in two or three districts, there were a number of competitors, good deserving boys, who got in at cheap rates, or free, and received education, but in a number of districts the competition was a dead letter, and had not been appreciated. I found that undoubtedly one of the reasons for this was that the amount which the Educational Endowments Commissioners provided, as the minimum amount to be given for the free place of the boy, was not sufficient to enable a boy coming from a distance from the school to take advantage of the education given—in other words, it only provided for day boys living round the schools, and did not provide for boys coming from a distance. Now, what I would suggest, in connection with the present Intermediate system, as a remedy for all this through the country, would be, that there should be a series of exhibitions in the nature of what I might

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call sizarships (to use a university term), and that these should be applied to a limited number of boys and girls (hitherto I have referred to boys only, but of course it should apply to both), and that the fee to be given to a successful boy should be nearly enough to pay for his education if he chose to take it up at a good day school, but if there was no day school in the locality, at the nearest boarding school.

11921. What sum would you say, to come to a figure?—I would say about £20 to £25.

11922. But surely we have Junior exhibitions £20 a year?—You have, but I say that those exhibitions do not necessarily go to promote the education of these deserving boys.

11923. I can quite understand making special provisions for the education of deserving boys of poor parents, boys of exceptional brilliancy, but my idea is that we go quite low enough in mediocrity in our exhibitions in the Junior Grade to enable any boy of poor parents, who is sufficiently brilliant to be educated out of his own class in life, to secure an exhibition?—I was only giving my views; I am quite ready to be corrected.

11924. I am very anxious about having sizarships of that description, although I see the difficulty there is of defining the class of people that will get them; but have you directed your attention to the amount of money that is sufficient to obtain one of our Junior exhibitions?—In a general way, yes.

11925. How many of these exhibitions for a particular class would you suggest we should have?—Do you mean how many in absolute numbers, or the percentage?

11926. I mean any way you wish to give it. I would rather have absolute numbers?—I think there would be a difficulty in giving absolute numbers, because would it not depend rather on the number who were up for examination in each year? I would be more disposed to suggest a percentage.

11927. I have a great objection to taking a boy out of his own class in life unless I see I can provide for him permanently, and not leave him at the age of 18 unable to feed himself during the rest of his life. If I could see a way to carry him on to a university career so that he could get to the top of the wall and become a bishop or a judge, I should be very glad to help him. But I do not want to interrupt you?—I had that in my mind when I referred to this section of the Royal schools scheme that the pupil must be "in such circumstances as to need and be capable of taking full advantage" of the education. It would be rather for some Board—and I think the Intermediate Board would be the best judges of the case—to decide who would be the boy who, not being able to pay for his schooling, would be able to take full advantage of it. Well, I pass from that. Now with regard to what I would suggest in a general way as the new plan for the administration of the Intermediate fund, I come first to inspection, and perhaps on the subject of inspection it might be well if I explained to the Commissioners what exactly the inspection is which I personally am myself acquainted with, and I think it might also be well to clear up what appears to be a considerable amount of confusion as to the character of inspection generally. The inspection to which I refer, and of which I have experience, is inspection under the Educational Endowments (Ireland) Act. That Act provided that any school sharing in the endowments for which a scheme had been settled, should be inspected, once at least in each year, by the Lord Lieutenant's inspector, who should present his reports thereon to the Lord Lieutenant. The Act of Parliament said nothing as to what the nature of the inspection should be; but it nearly corresponds to what Mr. Fearon, the secretary of the English Charity Schools Commission, defines as "official inspection"—that is to say, an ascertainment as to how the schemes were being carried into effect, and, to a small extent, as to the efficiency of the schools. In my own case I have, as Lord Lieutenant's inspector, under the scheme for the Royal School endowments, to fulfil a double function. First of all, I have to see that the provisions of the scheme are carried into effect by the Local Boards in the North of Ireland who have charge of the schools; and secondly, in addition, the Commissioners of Education, under the powers which they have under the scheme, have agreed to accept the evidence of the Lord Lieutenant's inspector that certain conditions prescribed in the scheme, to entitle the schools to share in the endowment, have been fulfilled by the schools in question. I need not refer to these conditions in detail; Mr. Justice Madden and his Grace the Archbishop know them. Shortly stated, the conditions are that each school claiming a share in the endowment should be, first of all, an Intermediate school; that it should have not less than twenty pupils regularly taught in the school; and that it should pass, at the Intermediate examinations each year, not less than seven pupils. Therefore, in addition to ascertaining that the provisions of the scheme were carried into effect, I had to satisfy myself that the buildings, appliances, and premises of the school were suitable and sufficient; that they were maintained in good order; that a competent staff of teachers was employed, and that an Intermediate education is given to the pupils. I take it that that inspection is very nearly the same as the "official inspection" referred to by Mr. Fearon, involving a personal visit by the inspector to the school, an inspection of the buildings, appliances, time tables, dormitories, school-rooms, playgrounds, and so forth; and in only a small degree does it touch upon what might be called educational inspection," which seems to be the matter so much—I won't say dreaded—but objected to, by some of the witnesses.

11928. Mr. Justice MADDEN.—The "Inspection," described in the Report of the English Secondary Education Commission of 1895, is three-fold—sanitary, administrative, and educational?—Yes; I would describe the inspection I have referred to by grouping together the two words, "sanitary and administrative"; "educational inspection" would be separate—with that I have nothing to do. I think all the schools ought to be under both systems of inspection—official as well as educational. I have explained the nature of the official inspection, and I do not think it requires any further explanation. As to the educational inspection, I do not feel very competent to offer an opinion as to what it should be; but, as far as I have considered it, I think it ought to be very much on the lines of what Dr. Molloy suggested in evidence; that the inspector should visit the school, and see how the work was carried on; that he should observe the demeanour of the boys in the classes, as well as the methods of teaching; that he should observe what I may call the "tone" of the school; and that, in certain subjects, it would undoubtedly be necessary that there should be experts to examine the school, or rather the classes, up and down. Of course it would be impossible to have a separate examination of each pupil; but there should be a sort of haphazard examination of a few of the pupils in each class—the examination need not be very detailed, or extend over a very long time.

11930. You draw a distinction between the inspector who goes down to visit a school, and certain examiners, or experts, who should accompany him?—Yes; I think they would be necessary, in order to ascertain the character and efficiency of the teaching in certain subjects.

11931. CHAIRMAN.—That would be necessary for certain special subjects?—Yes.

11932. You might require an expert in science subjects, and in modern languages; but would you not assume that any inspector whom we would appoint would be able himself to form a competent opinion as to the teaching in a large number of the subjects?—Certainly.

11933. Some of the inspectors would be gentlemen possessing a good classical knowledge, and others might possess mathematical knowledge, and it would be only in those subjects to which the expert knowledge of the inspector did not extend, that expert examiners would be necessary?—Yes.

11934. You think a general pass examination would also be necessary?—Yes.

11935. Describe the character of the pass examination you would suggest?—Well, in the first place, I agree with the great majority of the witnesses that the Intermediate Board has a character to lose, depending upon the well-known impartiality of the annual examinations.

11936. Do you think we have no character to gain?—I don't know that; but there may be an addition to character. At all events, I would say that the examination itself should be of a simple character. This involves the question whether there should be separate papers for "pass," and for exhibitions. On the best consideration I can give the matter, I think there should be two sets of papers—the ordinary one would correspond to the pass examination in college, and should be held at centres, very much in the same way that the present examinations are held. In addition, there should be exhibitions, because I think it would be wrong to deprive the boys of the stimulus to be got by the exhibitions. The papers for the examinations for exhibitions might be set at the same time the pass boys were examined for "pass." I would require each headmaster to send in a list of his exhibition candidates; and I think there ought to be some evidence, having regard to the large mass of evidence given here—there ought to be some evidence to satisfy the Commissioners that the would-be exhibitioner is in a fit state of health to go in for his examination, and that he is not so affected by what I may call over-study, or for other physical reasons, as to be unfit to go in for the examination.

11937. Mr. Justice MADDEN.—How would you work that suggestion practically. Would you act on the certificate of the master of the school, or on a doctor's certificate?—On a medical certificate.

11938. In each case?—Yes.

11939. CHAIRMAN.—Some of these medical gentlemen would charge a guinea each. Some of our students complain bitterly, and the headmasters too, of the half-crown stamp that is upon their notice for examination?—Yes.

11940. We go very low in the social scale for those examinations, and every sum of money is of very great importance?—Undoubtedly so.

11941. You consider that the masters' declaration should be sent in a little later than is now usual. You are aware that we are obliged to get a declaration from the master of the school that the student has pursued a course of study in Ireland; that is, we are obliged under the Act of Parliament?—Yes.

11942. May would not be too early to send that in?—No.

11943. You mean later than February?—Yes.

11944. May will get rid of that difficulty?—May will get rid of that completely. That would also give time, I should hope, for the preparation of the exhibition papers, as distinct from the pass papers, and, I think, that those exhibition papers should cover the whole ground of the pass course and the exhibition course, and that, in the examination of those papers, if the examiner found, or if the result of the examination showed, that the would-be exhibitioner did not come up to the pass standard, he should not be allowed to pass at all. I mean that it should not be assumed, in the case of the exhibition candidate, that he is what I might call an *ex-officio* pass.

11945. As it is in the Royal University, the candidate for an exhibition may pass if his marks so entitle him?—Yes, exactly.

11946. There are some other important matters. You speak, in number five, of the grants being proportionate to the number of pupils?—Yes. On that point, it seems to me that the present system rewards simply those who pass, and only enables the masters and the teachers to make their livelihood by those who pass. But it does not give them any direct interest in the number of pupils that they have. In place of that, I would propose that a—grant, I had better call it, because it would not be directly results fees—that a grant should be given to each school in proportion to the numbers under instruction. You cannot get any other figure to go by.

11947. That is, the numbers within the specified ages?—Yes. I assume that all the pupils are Intermediate pupils. The payment should be made per head on those who are returned as being on the roll of the school, and under actual instruction, to be ascertained by the inspector. There is also another condition.

11948. Subject to two conditions?—The second condition is, that the school, at the Intermediate examinations of the year—the pass examinations, did not make an undue number of failures. It might be said, of course, that this may lead to a great deal, possibly, of what may be called partiality. But I don't think that in the working out it would. A school, to forfeit its right to the grant, must be very bad indeed, and I would say that if the school passed in a fair number of its pupils—and I think the results of the last twenty years would enable the Intermediate Commissioners to ascertain what number would be fair—the teaching grant, if I may call it such, should go in respect of every pupil under instruction during the year. But, in addition to that, and to meet another point, I would give an additional grant—of course, not so great in amount, on the direct report of the inspector, on what I may call official matters, such as the character of the school, the provision that it had for the care of its pupils, and for recreation, the extra matters of education that I referred to, such as a school library, a debating society, and all that. On the results of the two kinds of inspection would depend the annual grant to each school.

11949. Have you considered how the item of the efficiency of the education, as ascertained by the inspector, should be dealt with as a basis of the money grant. Supposing the teaching very bad, would you exclude the school from all results fees?—Certainly.

11950. Supposing there was a certain amount of efficiency that would be entitled to be paid for, would you recognise degrees of efficiency?—Well, I have considered that, and I find it very hard to arrive at any practical working conclusion. I think you must either declare the school efficient or inefficient, and that you cannot differentiate between different degrees of efficiency.

11951. You think it would be too minute?—Too minute.

11952. I don't know that. You have considered it at all events?—I have, and I don't see how it can be done.

11953. You think there ought to be an additional sum paid to the school if, on the result of the inspection, it satisfied the conditions you mentioned?

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—Certainly. There is another point which has occurred to me. Evidence was given of two very well-known schools in Dublin which are well satisfied with the Intermediate system, and which have shown particularly good results. I mean the two Masonic schools. It occurs to me that a good deal of that is due to the fact that there is a very excellent expert governing body at the head of those schools, who themselves act the part of the expert inspectors that I referred to. And that leads me to another point, on which, possibly, I may give evidence. The schools that I had under my own inspection in the North of Ireland, the schools sharing in the Ulster Royal School Endowments, are under local governing bodies. Of course, the governing bodies are not educational in any sense, except in so far as, in their constitution, there may be persons serving in them who themselves may have educational experience. Several local boards have such persons on them. And if I make a comparison of the Royal schools in the year 1897 (which appears to have been taken as the standard year), with the schools of Ireland generally, it certainly tells very well for the Royal schools. I might as well give the figures. I will take them under the heads of the number of pupils that were returned in the roll lists, the number of competitors that went up, and the number that passed. For the whole of Ireland for 1897, 18,309 pupils were returned.

11954. Most Rev. Dr. WALSH.—On the roll?—On the roll. Of these, 8,877 competed, and 5,538 passed. The percentages are that 48·5 per cent. of the pupils in the schools competed, and 32 per cent. of the total number in the schools passed. That is for 1897.

11955. Mr. Justice MADDEN.—Does that total number include the pupils who are either above or below the Intermediate ages?—Yes. It includes all who presented themselves, whether above or below, and who passed, and the roll number, of course, includes both. Then, I take the case of the schools sharing in the Ulster Royal School Endowments, and I find that the number returned by the masters as being on their rolls is 453. The number of pupils who competed was 308, and the number who passed 192, and when I come to the proportions, instead of 48·5 per cent., 68 per cent. of those on the roll presented themselves, and the percentage of passes to competitors, which is the average of efficiency as shown by examination, was the same. What I deduce from that is, that a much larger number of the pupils of those schools, which are under recognised inspection, passed, than passed in the case of the schools generally, and that their standard of efficiency being the same as the standard of efficiency for all Ireland, you must take it that more good work was done in the schools in question, by the proportion which the total number bears to the number who actually passed. I may add that the average results fee was £10 17s. 10d.

11956. CHAIRMAN.—Is there anything else?—There is nothing else that I have to add.

11957. Rev. Dr. TODD MARTIN.—I don't know if I could get from you the number of schools that have schemes under your former Commission, and that are in connection with this Board?—I can give you that very nearly accurately. It is not a perfectly accurate determination, but very nearly so.

11958. If you have the names, it is quite enough for me?—I could hand in the names afterwards. I can give the numbers now. There are thirty-seven schemes under the Educational Endowments Act, which deal with Intermediate schools alone, that is, excluding cases where Intermediate education may be given under the scheme, but, where, as a matter of fact, elementary, or some other form of education, is given. Those thirty-seven schemes deal with, at present, fifty-six Intermediate schools. Of those forty-one are for boys, seven for girls, and eight for boys and girls mixed.

11959. All these are connected with the Intermediate system, and all sending up pupils every year?—Yes, all connected with the Intermediate system, and all sending up pupils every year.

11960. Most Rev. Dr. WALSH.—And the figures you have given us and the percentages do not refer to these schools, but to the schools under the Royal schools scheme?—The figures I have given are merely a comparison of the Royal schools with all the other Intermediate schools.

11961. By the Royal schools you mean the ten schools that come under the scheme—the five old Royal schools and the five corresponding Catholic schools?—Exactly.

11962. Rev. Dr. TODD MARTIN.—You gave us very interesting evidence with regard to the small schools?—Yes.

11963. And I suppose your view is that, if possible, we ought to repress small schools where they are not needed, and encourage them where they are?—Certainly.

11964. Have you any view as to the way in which we could encourage small schools?—The numbers in every case are very small, and the only way you could encourage them is, instead of paying them results fees or by numbers, to make a grant of a definite amount, and I would suggest £100 a year to each school.

11965. Then your view is that the Board should inquire as to the need for a school in the locality, and if it were needed you would give a grant of £100 a year?—Yes, and that irrespective of numbers, and the only other matter that I would require to be proved was that the school was, of course, efficient as far as it went, because it stands to reason that being a small school it could not be equipped or manned as well as a large school. But I would require that it was an efficient school as far as it went, and that it was needed, and that would be for the inspector himself to determine.

11966. Dr. BARKLEY.—As I understand your scheme, you propose to disassociate the endowment of schools altogether from the present system of payment by results?—Yes.

11967. And the only condition you attach is that the school should not make an undue proportion of failures?—That is one condition.

11968. How would that work? Some schools apparently select the pupils that are sent in, and they send up comparatively few. Others try to send up the whole of the classes, as far as that is possible. You would expect in the latter case a larger proportion of failures?—That is under the present system. The examination which I propose should be substituted for the present competition would be simply a pass examination, simply a qualifying examination.

11969. You would expect the schools to send up the entire classes as nearly as possible?—As far as they were fit to be sent up for the examination. That would be one of the matters which the inspector, when he went to the school, would be in a position to determine.

11970. Most Rev. Dr. WALSH.—The percentage of passes you look to would be a percentage taken on the whole number in the school rather than on the number submitted for examination?—Well, it would be double. It would be a percentage of the number submitted for examination. But then the inspector should satisfy himself that nothing in the way of an undue selection of only the promising boys was made.

11971. Dr. BARKLEY.—There may be numbers in the school who are far too young —Yes.

11972. CHAIRMAN.—He limits it to students within our ages?—Oh, certainly.

11973. Dr. BARKLEY.—The present returns on which your calculations are based in some cases, no

doubt, include pupils too young to be sent up. We don't require as a condition that the school should contain ten pupils within Intermediate ages?—That is so. But for the sake of comparison I took the corresponding numbers for the ten schools I mentioned from the same roll.

11974. The school that can make up ten without including its junior pupils is likely to make up its list from those likely to present themselves for the examination, while those who can only make up the ten by including their young pupils probably include all?—That probably would be so.

11975. In your printed paper you suggest that ten pupils is too small a number, and you propose a minimum of fifteen in the case of *bona fide* Intermediate schools. Did you mean that the definition like our present one should include pupils of all ages, or only those of Intermediate ages?—Pupils of all ages. I was referring to your own Intermediate roll.

11976. You have made a suggestion as to a certain number of free places being distributed. Is there not a difficulty in a Board like ours having to decide what number of free places should be given to schools in different localities all over the country? —Well, there would be a difficulty of that sort, but I don't think it is an insuperable one.

11977. Where there is a school in a locality with a local Board managing it, that local Board can exercise some judgment as to what number of free places can properly be allowed. But it would be very difficult for a Board in Dublin to say that the number of free places in a particular district should be so many, and in another district so many, and to distribute them all over the country?—There is another way in which it could be done, though not so satisfactorily. Give whatever number is fixed upon of free places for the whole of Ireland generally, and only allow those to compete for it who, in the judgment of the Board, are in circumstances to need education, and are not able to obtain it otherwise.

11978. Yes. But there again difficulties arise. How is it to be determined who are in such circumstances that the assistance is needed? You may have a large family with a moderate income, and you may perhaps have a small family with an income which is not larger, but which is quite sufficient for the wants of the small family?—Surely the Board could consider these questions when it comes to the case of each candidate. I think it would be necessary for the Board to inquire into the circumstances of the boy.

11979. That is one of the great difficulties. A central body would have much more difficulty in inquiring into the circumstances of each candidate all over Ireland than a Board administering the affairs of a particular school?—I quite see that. I only make the suggestion for what it is worth. I only make the suggestion for the benefit of those who, under the present system, do not necessarily get the benefit of free education.

11980. Do you propose that these candidates should generally come up to the exhibition standard? —Not necessarily.

11981. You would not qualify for exhibitions simply by examination?—No.

11982. Most Rev. Dr. WALSH.—In reference to your position as inspector: you inspect for the Lord Lieutenant?—That is so.

11983. And you do not inspect, in any true sense of the word, for the Commissioners of Education?— No.

11984. But the Commissioners of Education make use of your reports to the Lord Lieutenant as a means of satisfying themselves that a school fulfilled certain conditions?—Exactly.

11985. In addition to the position which you hold as inspector of those Ulster schools for the Lord Lieutenant, you also fill another position in connection with the inspection of schools?—That is so.

11986. And that other position is?—For want of a better description, that of supervising officer over the system of inspection which has been put in force under the Educational Endowments Act.

11987. Forms are sent out from your office, and the returns of the result of the inspection come into your office?—Yes.

11988. So you discharge a two-fold function. You are head of that office receiving the reports of all the inspectors, and you are also an inspector making your own report?—That is so.

11989. Two kinds of inspection are spoken of in connection with schools. Even in educational inspection there may be two kinds. Is not that so?— Undoubtedly.

11990. You are aware that in the Report of the English Commission on Secondary Education those two kinds of inspection are considered?—Certainly.

11991. Would this statement fall in with your view. First that there should be what is called a general educational inspection, including inspection of the school equipment and the teachers' qualifications "with such general observations on the time table and teaching as naturally form part of the visit of an intelligent observer"?—Exactly; I would like to add to that the other arrangements of the school, for instance recreation and games which, although they do not touch education, still have a reflex effect upon it.

11992. But now dealing with what is directly educational. Does this also express your view? I quote again from the report of the Commission (*reading*): "General inspection of the kind proposed does not, it is obvious, pre-suppose that the inspector is a critic of the schoolmaster's art more highly skilled in knowledge of its details than the schoolmaster himself"?—Yes, that exactly expresses my view.

11993. Then there is another kind of educational inspection. That first general inspection according to the view of the English Commission needs to be supplemented?—Yes.

11994. It may be supplemented by an examination of all the pupils in the school; or, without examination, it may be supplemented by inspection of a more minute, and of a higher kind?—Yes.

11995. Your proposal is that it should be supplemented by an examination of the pupils?—Yes.

11996. And not by that higher inspection by highly qualified inspectors, each of whom would be, as it were, a critic upon the teachers in each particular department of the school?—That is so. In other words, I would propose that for that higher inspection, the general pass examination which I suggest, should be substituted.

11997. You consider that the general pass examination, as we have it, is pitched on altogether too high a scale?—Altogether too high.

11998. Are you aware that the proportion of boys and girls, who pass in those examinations, is very considerable. You read for us a very unfavourable report of the examiners on the English papers last year?—Yes.

11999. Taking that report in connection with this fact, that eighty eight per cent. of the boys passed in the Senior Grade, and 79·7 per cent. of the girls, a difficulty may be suggested: if we lowered the pass standard, the probability is that we should have a much less perfectly prepared set of pupils passing. Many of those who pass now know very little. People will say that if we lowered this pass standard, the change would inevitably let in those who know nothing at all?—I don't think that you need lower the standard.

12000. That is precisely the point I wanted to bring out. You wish to see the examination made more reasonable, and not to see the standard really lowered?—Yes, to ascertain generally, and fairly, whether a boy knows the subject, and not to ascer-

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tain what the examination papers now do—that he does not know certain points of the subject.

12001. At present, owing to the preponderance of memory work, the system obliges an examiner to pass pupils who ought not to pass at all?—Yes.

12002. By merely forcing the memory, teachers are enabled to get a child to earn enough of marks to pass?—Yes.

12003. As distinct from lowering the range, you would make our examination papers more reasonable. You don't propose to bring in a lower range, or to apply a less perfect test?—On the contrary.

12004. On the contrary, you consider that the change which you recommend in the examination papers would get rid of a great deal of the incapacity on which we are obliged to pay results fees at present?—Yes.

12005. And it would restrict the passes to the pupils who are really properly prepared?—Yes, that is the point.

12006. Don't you think also that such a change would lead to our having these children properly prepared, who are at present not properly prepared, or not prepared at all?—Undoubtedly.

12007. And it would lead to education in the true sense of the word?—Yes, it would lead to education in the true sense. You would not then have a system of putting into the students' heads a certain amount of knowledge during nine months of the year, to be ladled out at the end of it.

12008. Mr. Justice MADDEN.—There is one point that specially interested me in the early part of your evidence. You called attention to the number of small schools earning trifling sums of money, and you said that later on you would mention how you proposed to deal with that matter?—Yes.

12009. What portion of your later evidence is pointed to that?—In Dr. Todd Martin's examination. Those schools obviously cannot get much out of the results system. I counted the figures of the results fees earned by those schools, and I said it was about £9 odd per school. Again, counting by heads the average attendances at those schools, would be, probably, from ten to fifteen. If you pay the grant by heads, it will not bring the amount up to what would be sufficient, to what would be the minimum necessary to keep them going as efficient schools, having regard, of course, to the fact that they would not be completely equipped. What I think is—and I merely suggest this as a figure to go upon—that each of those schools, provided, it was proved by the inspector's visit, to be a going concern as an Intermediate school, that it was wanted in the locality—and, of course, it might send up its pupils to be examined at the general examination—should get, independent of results or numbers, £100 a year.

12010. CHAIRMAN.—These would be single schools in localities in which there was a special requirement for education?—Certainly.

12011. I looked through the list of schools now receiving results fees from us, and I found that there were between 120 and 130 schools which receive results fees under £50 a year?—I am sure there are.

12012. Many of them were in towns where their existence could have been very well dispensed with. Some of them were, doubtless, of the character you call attention to?—Some of those that you are speaking of would be included in that list of schools in small towns, where they were cutting each other's throats, and taking pupils who would otherwise go to more efficient schools in the locality.

12013. Most Rev. Dr. WALSH.—I think you mentioned that the schools you referred to, which were getting small results fees, numbered about forty?—Forty-two.

12014. The number of students to whom results fees are paid are not given in our own reports?—That is so.

Most Rev. Dr. WALSH.—They were given for some years in our reports, but, latterly, they have not been. I have made out a list from the returns for the three latest years in which the figures were given, and it is a curious coincidence that the average number of schools, with only one pupil getting results fees, was forty-four. It is remarkably like the other figure.

The witness withdrew.

The Commission adjourned until the following morning.

TWENTY-FOURTH DAY—WEDNESDAY, FEBRUARY 22ND, 1899.

Feb. 22, 1899.

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; His Grace the Most Reverend WILLIAM J. WALSH, D.D, Archbishop of Dublin;

and Mr. J. D. DALY, M.A., Secretary.

Mr. J. MALCOLM INGLIS, J.P., Vice-President of the Dublin Chamber of Commerce, examined.

Mr. J. Malcolm Inglis, J.P.

12015. CHAIRMAN.—Mr. Inglis, you and Mr. Moses, I think, represent the Dublin Chamber of Commerce?—Yes.

12016. And you have been asked by them to give evidence here on their behalf?—Yes. Mr. Wigham was also included with us, but I am not quite sure whether he can be here.

12017. You are Vice-President of the Chamber of Commerce?—Yes.

12018. You are aware that, in the year 1890, the Chamber brought the question of a special commercial course before the Intermediate Education Board?—Yes, I am.

12019. Now, I should be very glad if you would say, just in your own words, everything that you wish to say on the part of the Chamber of Commerce, instead of my asking you questions, and, perhaps, interrupting you?—Very well. In that case I must begin by defining my position. I am not here at all in the position of an expert in educational matters. I am more or less representing the mercantile view, and the Chamber of Commerce are anxious to deal with this matter from that standpoint, as far as possible. They naturally, when they want a lad for their purposes, probably advertise, or, at all events, they get applications from a number of persons, and the consensus of opinion among mercantile men is that these lads are quite unqualified for a mercantile career when they reach them. As a rule the writing is bad, very bad; the spelling often very doubtful; arithmetic for practical purposes very slow, laborious, and inaccurate; book-keeping, the principles not understood at all—a certain amount of set forms have been mastered, but any variation from those forms at once throws the lad completely out; correspondence cannot be trusted to them at all, even after you have dictated it. Now we feel that there must be something wrong in a system which leads to this result. It may be said that there is something wrong in the teaching, but we think that there must be something still more wrong in the system of examination, which declares those people to be reasonably qualified, and the object that the Chamber had before them when they corresponded with the Intermediate Education Commissioners was, if possible, to provide something in the way of a special course for these lads who do not intend to go forward to a university course. In anything that I say to-day, I do not touch the university course; I make no reference to that, nor to the examination so far as that portion of the course is concerned. Now, we all know that trade and commerce in these countries do not flourish as they do in the sister countries, and many of us, at all events, regret it, and we have a feeling that there is an element of false pride at the bottom of all this; that is to say, commercial pursuits are rather looked down upon in a sense, and we feel that in an educational system for a backward country, such as this, it would be of vital importance that that feeling should be discouraged, and a sounder view put forward, because we, commercial men, rightly or wrongly, hold that the basis of the wealth of a country arises from trade, commerce, and agriculture.

12020. I think we will all agree with that?—Well, theoretically we all agree, but practically there is a good deal of that sort of feeling.

12021. A good deal of that sort of pride is going out, is it not; there has been a great change for the better?—Well, I do not think that our Ulster friends have a great deal of it. Among them, the leaders of thought and opinion—in Belfast, for instance, are all commercial men. But there is a certain amount of that element here, although when his business becomes large enough and he himself wealthy enough, the business man is good enough for anybody. But what we feel is that at all events the educational system should, as far as possible, encourage development in that direction, and that it should not unnecessarily hamper a man looking for commercial education, by making it impossible for him to do as well or get as many marks, if he leaves out the classical or university side of the course. Now, we think and feel that owing to the very high marks given to classical subjects the commercial pupil is distinctly handicapped. I think the idea that we have of practical education is that it should fit, as far as possible, the pupils for their future careers, whatever they may be; but if we are right about the Intermediate programme following the university groove, then that can apply to only a very limited number of pupils, as a very small proportion of the pupils attending Intermediate schools go on to the universities. Therefore, what we consider is, that the programmes of the Intermediate examinations are practically the moulds into which all streams of teaching must be diverted under the present system of results fees, &c., if those moulds are to be filled to the fullest possible extent, and that is certainly the object of the schools at present, and we consider that in order to do this it is almost necessary to take up these classical subjects, which the commercial boy is not likely to want, and probably cannot stay at school long enough to master. Now the remedy that strikes us is that there should be two distinct programmes prescribed, one for pupils intending to go on to the university, or at all events for those who are able and willing to go through the full course and with a probability of going on to the university; the second to be a commercial course, intended for pupils who have no intention of going forward to a university for one reason or another. We consider, however, that this will be utterly useless unless each of these courses is made equally important, that in each case the marks shall count and shall run into the same totals in the commercial course as in the university course, so that no inducement shall be left either to pupil or to teacher to select a particular course for the sake of qualifying with a higher number of marks. Now, there is at present in the programmes of the Intermediate course, beginning in the

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Junior Grade, a small provision made for commercial education, but it is manifestly useless. There is no inducement to take it up practically, and I suppose, I do not know, but I suppose—there is very little taking up of that special course.

12022. The number that take it up are as nothing in comparison with the number of those that afterwards must go to commercial pursuits?—That is what I mean. I think the general feeling with us is that the Preparatory Grade should probably not be a competitive grade, but a pass grade simply and that there should be no distinction between commercial subjects and university subjects at that point, that it should be a test of a general standard of education such as a boy could go on to the other courses with, and, perhaps, also, it is rather an early age to begin to put the boys under this hot fire of competition. I think our feeling is—but you will understand that while we have talked over this matter generally in the Council of the Chamber we have not gone into every individual point of this kind, so that while I state generally the views of the Chamber this may be a point on which they would not agree with me; I am not quite sure as to that.

12023. To what point were you about to refer?—As to whether or not----

12024. As to whether the specialisation should begin in the Preparatory Grade, or not?—Quite so. We are all agreed, I think, that in the other three grades, at all events, there should be two programmes put forward, that the pupil or his parents should select which programme he should go forward in, and that no pupil should be examined out of that particular programme which he had selected. We do not object to his learning anything if he wishes to do so, but we do not wish to hold out an inducement to him to choose a subject—say, to a commercial pupil to choose a subject in the university course.

12025. In other words, that if he did choose it he should not get results fees for it, and it would not be allowed to count in any way towards getting any honour?—Quite so. Of course we do not wish to prevent any lad learning anything, but we wish to withdraw the inducement to take up a subject out of his course. It is in connection with those three grades we think that the specialisation should take place. A great many boys intended for a mercantile career will never go on to the Senior Grade, because, as a rule in offices we prefer getting them at certainly not over 15 or 16 years of age.

12026. That is the rule in Belfast, too?—they tell us that they are never over 16?—The reason is, that we have to teach them after we get them. I am not at all sure that if you turned out a boy thoroughly well equipped for that class of work, we might not be perfectly prepared to take him at the later age, but having so much to teach him, we like to get him at the earlier age. I prefer, for the reasons I have mentioned, not to go into any particulars as to the special subjects that should be taught in this special course, or as to the marks, or anything of that kind; that, I think, is really more for specialists, and as far as possible, I wish to confine myself to the general principles embodied. Now the next point was, as to what we would be disposed to suggest as the number of subjects there should be in this commercial course.

12027. Yes?—Well, we would like the usual English course—that is, including all the ordinary teaching of English, special attention being paid, of course, to arithmetic, and we would like special marks given for writing. We find that the writing of the boys is one of the greatest drawbacks possible to their advancement. If you ask for letters of application to be sent, you reject 90 per cent. of them straight away without ever seeing the boy, because you could not take him into your office and give him charge of books, or anything of that kind, owing to the style of his penmanship; and although there is, at present, power to add marks, I think, for good writing or penmanship, still we do not think that that is sufficient. We think there should be special teaching of writing, or at all events, special marks for writing. Then we should like to have spelling, précis writing from full text, and extension from précis to full text—we think that that is very important, that you should be able to give short instructions for letter-writing, or something of that sort. And of course, book-keeping should be included, and it should be book-keeping, if possible, in a form under which the principles would be mastered. Then shorthand, correspondence—that is, business correspondence—and one or two modern languages—I suppose in the Junior Grade one language, and possibly in the Middle and Senior Grades two languages—French and German for preference. Marks should also be given for the general neatness of the answers. Then the question of some physical science—at all events, elementary science, chemistry, and those sort of things which are needed in manufactures and agriculture.

12028. Taught practically?—Yes? taught practically; I come to that later. Shorthand has certain drawbacks. I do not know whether the drawbacks counterbalance the advantages. I myself was very strong on shorthand, but it absolutely ruined the writing of two of my boys, and they have never got it back. It gets into a scratchy and spider-like style; you lose all fluency. But to my mind that partly arises from the fact that we teach writing on a wrong system. We teach writing with the elbow jambed to the side, and you are made to take an impossible angle, but in shorthand you must have the elbow free. Personally when I have much writing to do I do it all upright, striking quite naturally, with the arm free.

12029. We have introduced that upright system into the National Board?—I am aware of that, of course. I think that that would get rid of one of the objections, that the moment you use the arm and hand in the same way for handwriting as for your shorthand you lose this cramped style that you get into if you try to write in the other method, and the worse a lad's writing is the more he is determined to keep to the other cramped method.

12030. Most Rev. Dr. WALSH.—I have often been trying to explain to my own satisfaction how it is that shorthand writers write so beautifully. Some of the best penmen that I know are shorthand writers?—Do they use the free elbow the same for both styles?

Most Rev. Dr. WALSH.—I do not think they do.

12031. CHAIRMAN.—I wish Mr. Holt could show you some of his writing?—I have seen some of the most beautiful writing, by shorthand writers: there is no doubt about that. I merely mentioned that as one of the drawbacks which could certainly be got rid of. At least I think it is worth trying. Then, of course, there is the other serious drawback, and that is, that shorthand being phonetic, unless a boy is thoroughly well grounded in his spelling before he takes up shorthand, he is apt to fall into the phonetic method of spelling in the ordinary writing. (*Most Rev. Dr. Walsh indicated his dissent.*) You think not? Well, at all events, that is what struck me about it. In the matter of examinations there is a great variety of opinion, but I think our idea is that we would approve of the written examination as a principal examination still, but we would like that supplemented by a certain amount of *viva voce*, that is, dealing with certain subjects which in fact cannot be properly examined unless examined orally. We would also like that supplemented by inspection. Whether the inspector should be the person to conduct the *viva voce* examination for the specified subjects or whether he should be a separate individual, of course we express no opinion upon, but that would be the broad idea—that the written examination should continue as the basis, that certain subjects should be examined in orally, and that there should be inspection. Then as to optional subjects, we think that permission to take up an unlimited number of optional subjects is a great mistake. What we think that leads you to is a mere smattering, a superficial smattering, of a very large

number of subjects rather than a thorough mastery of a limited range of subjects. Suppose you take up certain subjects and get the pupil on so that he would take 30 or 40 or 50 per cent. of marks for those subjects; instead of carrying him a little further and earning another 10 per cent., or so, you start him on a fresh subject in which again he may get 30 or 40 or 50 per cent., and it seems to us that practically more would be done in thoroughly sound education by a mastery of a more limited range of subjects—a thorough mastery—rather than a superficial knowledge of a great variety of subjects. Then as to scientific or technical subjects—owing to the transition stage we are going through in connection with those. I do not know whether there will be examinations in technical or scientific instruction in connection with Intermediate schools, or whether the Government will establish possibly in their new Bill a system of special schools which may have to deal with the whole subject. What we all felt about that was, that if there was to be, for instance, this elementary science, it should be taught practically in properly equipped workshops and laboratories where the work could be both efficiently taught and tested, and unless that were done, the mere theoretic knowledge that is acquired of this class of subject we thought would be very imperfectly taught and very imperfectly tested. I do not know, Mr. Chairman, that I have anything more to say.

12032. We are very much obliged to you for all the information you have given us. Would you be kind enough as to take that paper in your hand (*handing witness a document*). That is a memorandum or summary of matters that we wished the attention of witnesses to be directed to. We did not trouble you with it, because we understood that the Chamber of Commerce wanted to confine its attention simply to the question of the commercial course and not to enter upon the other subjects. Will you have the kindness to refer to page 2, to the portion I have marked, under "D"—"Division of Courses." "Is the wide power at present given to students of selecting the subjects for their examination advisable? If not, what restriction should be placed upon it? Should the student's power be limited to selecting one of several prescribed courses of subjects, such courses being so constructed (*a*) that each would, as far as possible, be of equal difficulty, and (*b*) that each would carry the same advantages both to teachers and to students, competition for prizes and exhibitions not being permitted between students selecting different courses?" As I understand, an affirmative answer to that question would quite carry out the view of the Chamber of Commerce?—Quite, I think.

12033. Will you kindly go on a little further. "(2.) If so, how should such courses be framed? (3.) Should regard be had, in framing them, to the ultimate destination in life of the student? As, for instance, one course for those who intend to enter a university or the professions of divinity, law, medicine, or education; a second course for those whose destinations are professions or occupations in which a knowledge of applied science is essential; a third course for those who intend to enter upon commercial life." You see, before we had the advantage of receiving your evidence, we had in view the necessity of considering the very views that you have put forward?—If I had read this before, I do not know that I would have troubled you so fully.

12034. But we are very anxious to have your views. That is only a question put down for discussion; it is not yet determined what answer is to be given to it, do you see?—Yes.

12035. You are aware, of course, that in 1890 when we got the money under the estimates, the whiskey money—the Local Taxation money, I believe, is the proper way to describe it—there was some correspondence between the Board and your body in reference to introducing a commercial course?—There was.

12036. And, as a matter of fact, we did introduce a commercial course?—Yes.

12037. Now are you aware that the mode in which that course was framed was such that a student taking the course would neither earn as much money in results fees nor have as good a chance of getting an exhibition as he would have if he adopted the university course?—That was my idea.

12038. That is so?—Yes.

12039. That was the result of the Rules as framed, and I suppose it would not have required a very good prophet to say that the course would not be a success?—Quite so.

12040. That is, no one would take it?—Quite so.

12041. When it was found that that course failed, you are aware that then a change was made, and power was given to add on to the ordinary courses certain subjects that were called commercial subjects?—Yes.

12042. And that a smaller number of marks were allotted to those subjects?—Yes, in four subjects, I think.

12043. I will bring you to the particulars of them. But the effect of that being to add the commercial portion of the subjects on to the old course instead of thoroughly reforming and changing the course and providing a new course, that did not provide what really was required by business men—a course framed altogether with a view to the subsequent destination of the pupil?—Quite so.

12044. Will you look at page 13 of the Rules?—Yes.

12045. There was nothing said in reference to commercial students in the Preparatory Grade, and speaking for yourself, without wishing to bind the Chamber of Commerce, you agree in that view, do you not?—Quite so.

12046. "In the Junior and Middle Grades, students shall be deemed to have passed in the commercial course if they have passed in the following subjects—English, ordinary and commercial, arithmetic, book-keeping, algebra, and also in any one of the following languages, including the commercial portion of the same—French, German, Italian, or Spanish"?—Yes.

12047. Now, supposing that English were examined in in the mode in which it very often is examined in, and as it is examined in in the Civil Service examinations—that is, that an appropriate number of marks were allotted to writing, and that good handwriting was an essential element to obtain a pass, that an error in spelling would almost ensure a student's rejection, as it does in the Civil Service examinations, there would not be much required to be added to the course that I have mentioned. I intend to go through them with you one by one?—That is so.

12048. But that leads me to this question—are you of opinion that the mode of examining in English in this commercial course should be a different mode from that in which English is now examined in?—That is, altogether in writing?

12049. No; but that the examination papers in English in the commercial course should be different examination papers than those in the university course, and framed in a different way. For instance, you would be inclined to attach a much greater number of marks for writing in the commercial course than in the ordinary course?—Quite so.

12050. It assumes a great deal more importance in the commercial course?—Yes.

12051. I do not know whether the same observation does not apply to spelling, because I remember the time when false spelling would almost prevent a man being looked upon as a gentleman?—Quite so.

12052. Are you aware of the nature of junior examinations in the Civil Service?—Not intimately.

12053. The examinations for the clerks in the law courts?—No.

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12054. There is all this matter of précis writing, and correspondence, and extension, and great importance is given to handwriting; in fact, there is a form of handwriting called the Civil Service hand?—I know that.

12055. Spelling was looked upon as a matter of great importance?—Yes.

12056. I take it then that your evidence is that not only should the course be wholly distinct, but that a common examination ought not to be utilised for both courses, although there might be a subject which in name might be common to both?—That is exactly the view that I hold about it.

12057. Now you say that the age at which these young gentlemen come to you is under 16 years?—Yes.

12058. And you are aware that the ages that were mentioned in the Intermediate Education Act, commenced with under 16 and terminated with under 18. It contemplated a three years' course?—Yes.

12059. It was when we got the Local Taxation money that we extended it to the Preparatory Grade?—Yes.

12060. Would you not be of opinion that in order to make a young gentleman fit to enter upon commercial life, his education should extend over more than the one year—I mean the examination for the year that would end with the examination in the Junior Grade?—Certainly, if possible.

12061. If possible, I think there ought to be a three years' course, in order to have a student that you would call fairly educated?—He would require three years; well at what age—I have not gone into all the details of this.

12062. Formerly we examined them under 13?—Yes.

12063. That has been changed, and the minimum age at which we now examine them is over 13; that is, there would be one examination when the student was under 14, one when he was under 15, and one when he was under 16, and that would be three years' study and three examinations altogether?—Yes.

12064. And if the mercantile community thought that they would be able to get better clerks by having a certificate in the Middle Grade then there could be four years' study?—Yes.

12065. You seem to attach, as I do, a great deal of importance to the two courses being so framed that a student and his teacher would have equal advantages if he entered the commercial course as he would have if he entered the university course?—Oh, we consider that to be absolutely essential to give the commercial course fair play.

12066. I suppose that the experience you have had of the two former changes would convince you of that if anything were necessary to convince you?—I think so.

12067. Are you aware from your own experience that the result of the working of this Intermediate Education Act has been what a person naturally would expect, and that is, that the subjects that are taken up are those that pay best?—Oh, yes.

12068. And that if you wish to give a student a fair opportunity of going in for a particular course you must frame it so that it will have the same advantages both to student and teacher as any alternative course will have?—Certainly.

12069. Are you yourself aware that the effect of this Act has been to divert the studies of a number of boys who go to commercial life from commercial subjects, and to induce them to take up classical subjects and other matters in which they only persevere to the age of 16?—I know of numbers both of boys and girls who have done that; in fact I know some, who having once got into those courses, have gone on, and practically dropped the commercial idea.

Mr. Justice MADDEN.—Mr. Inglis, you have expressed so very clearly the important and very practical suggestions brought before us on behalf of the Chamber of Commerce that I have really nothing further to ask. I am fully in possession of your views, which I think are most important.

12070. Rev. Dr. TODD MARTIN.—In reference to the courses, you propose two courses?—What I want is a commercial course. I now see that there might be three or four courses, but we want one distinct commercial course.

12071. And this commercial course you would have so weighted that there would be no temptation for either master or scholar to neglect it?—Quite so.

12072. To do that, the amount of time and labour expended to win the marks in the commercial course must be quite equal to the time and labour expended to win the marks in the classical course?—I expect so.

12073. And the training in that course for the great majority of commercial students must practically end with our Junior Grade—at 16?—Unless, as I say, it had the effect that when these lads came to business we found that they were thoroughly well trained and wrote a good hand, could take down a letter from dictation and that sort of thing, could make a précis or extend a précis, then it is a question to my mind whether I would not very much rather wait another year and take the lad a year older.

12074. Do you think that would be the general idea?—I cannot tell you that, but I think we are driven to take lads young because we have to train them in all the details of our particular business. They seem to me not to have principles guiding them, but something they have learned by rote, and the instant you take them out of the rote groove they are all at sea. If we had a lad who had mastered the principles of book-keeping we should have no trouble in getting him into our book-keeping at once.

12075. I fancy though that there is a considerable advantage in getting a boy into a business place when he is young?—Oh, there is.

12076. I do not know that many who pass through the university succeed as business men?—Some of them do.

12077. CHAIRMAN.—Sir William Ewart is an example; he certainly has succeeded in commerce, and he is a graduate of the university?—Yes. The way I would obviate that—of course I may be altogether wrong—but, in my opinion, if we insist on having lads educated and fitted for an office by the time they are 16 years of age, we should start them a little younger.

12078. Rev. Dr. TODD MARTIN.—Specialise sooner?—Yes. I would begin at 13.

12079. CHAIRMAN.—That would give you three years—under 14, under 15, and under 16; that is three years?—Yes.

12080. I suppose you looked forward at one time to the universities becoming so liberal that they themselves would have a commercial course, as they have in some countries?—Well, I would rather have a commercial course taught outside the universities. It may be prejudice, but it is my opinion.

12081. Rev. Dr. TODD MARTIN.—Do you take notice of the schools from which the lads answering your advertisements come?—Yes.

12082. Can you say what proportion of them come from Intermediate schools, and what proportion come from ordinary National schools?—Well, that depends very much upon the position that is open; but taking them all round, more come from the National schools, but then we start very young.

12083. And there are the same deficiencies in the students generally, irrespective of where they come from?—Well, for the purposes of business they are very much the same.

12084. Very much the same?—Yes,

12085. That is to say, you complain of the writing, the arithmetic, and the spelling?—I think we really get those fully better from the National schools.

12086. Than from the Intermediate?—Yes.

12087. That is, the larger course pursued in the Intermediate schools diverts attention to some extent from these subjects?—Apparently yes. The writing is certainly better in the case of boys from the National schools.

12088. Is it Vere Foster's system that is followed?—Yes—some of these copy-books, Vere Foster's, are very good. We have introduced a number of new writing books lately.

12089. Do you think that the writing in National schools is better than it was when you were young?—Well, I do not know that it is; I did not know much about it in those days.

12090. Would you introduce Latin into the commercial course?—I think so; I think everybody ought to know something about Latin.

12091. You would introduce it as a compulsory subject—as a part of the course?—I would be disposed to do so personally. It is the only classical language I would propose, but I think everybody ought to know something of it.

12092. CHAIRMAN.—Is that the view of the Chamber of Commerce?—I think it is; I think we would all like a grounding in Latin.

12093. As well as in a modern language?—Yes.

12094. That is, that there should be two languages?—Yes.

12095. Dr. BARKLEY.—In 1890 they suggested Latin as an optional subject, not as a compulsory subject?—I think we all feel that Latin is a subject that ought to be learned by every boy, whether he carries it on right through to make it a classical study or not.

12096. Rev. Dr. TODD MARTIN.—You do not fall in with the objection which has been taken to the Intermediate system—that it has promoted the study of Latin on the part of boys who are not intended for the professions?—Except that owing to the enormous number of marks given—1,200—for Latin, naturally there is a subject in which they can earn a very large number of marks.

12097. It depends on the relation of the examination to the marks?—Quite so.

12098. It may be harder to earn the same number of marks in Latin than to earn an equivalent number of marks in arithmetic. It depends on the standard of examination fixed in the two subjects?—Quite so.

12099. Dr. BARKLEY.—Mr. Inglis, you have spoken mainly of boys, but I presume that your answers apply equally to girls?—I cannot say anything from personal experience about girls, and I do not know to what extent they come in. I think that very few girls who are taught in Intermediate schools come into business in the ordinary sense.

12100. The commercial course was thrown open to girls at the time when it was introduced on the application of the managers of girls' schools?—And of the Chamber of Commerce. I think that was with a view more to Post Office appointments and that sort of thing.

12101. In speaking of the arithmetic and writing and other defects of the boys who present themselves in answer to advertisements, do you refer to boys who hold commercial certificates from the Intermediate Board, or simply to boys who had passed the examination, perhaps not in arithmetic at all?—I have not happened to fall in with a boy personally who has taken one of those diplomas.

12102. Some do take them. More take them in the Junior Grade at present than in any other?—A certain number do take them. I think 70 was the last result given to the Chamber of Commerce when they inquired.

12103. That was a number of years ago?—Some years ago, yes.

12104. I think the number has increased somewhat since. When the Chamber of Commerce communicated with the Board in 1890 what they proposed was certificates corresponding to the Middle Grade programme of the Board and the Senior Grade. If boys and girls are usually taken into business at 16, it is not very likely that they would have reached the Middle Grade certificate?—No.

12105. They would be more likely to have passed through the Junior Grade, would they not?—Quite so. I think on looking back over it the Chamber of Commerce are quite satisfied that what they proposed was not the right thing. At the time we had not, in fact, thoroughly thought out the subject. I believe that is the straight way to put it, and we made certain suggestions which we thought would bring about a certain result, but they do not seem to have done it.

12106. That commercial course was dropped after a year or two owing to the very small number who took it up, and what has been substituted for it is not a separate commercial course, but certain commercial subjects which may be taken in addition to the other course, and students taking these subjects and passing in them may get a commercial certificate?—But unless that certificate is of some value he will a great deal rather, and so will his teacher, take up some other subject for which much higher marks are offered.

12107. The value of the certificate depends to some extent upon the weight given to it by business houses as well as upon the fact that it certifies that the student has passed in certain subjects?—Yes, I have no doubt that it does. I, as I told you, have not happened to meet anybody who has taken one of those diplomas, but if I found that he was thoroughly competent and well taught, it certainly would influence me or any other business man to attach value to it.

12108. But then you are speaking of boys who have passed the Intermediate examination generally, and who may perhaps, not have given any special attention to arithmetic. They may have passed in Euclid, and have dropped arithmetic?—Yes.

12109. Or they may have got very low marks in arithmetic and done well in other subjects?—What we find is—I merely mention the matters in which we find from experience that they are very deficient, that they are deficient specially and conspicuously in handwriting and also in arithmetic.

12110. You advocate précis writing as one of the subjects. I find that in our course précis writing comes into the programme for the Middle and Senior Grades but not for the Junior Grade. I suppose it was thought that you could hardly expect boys who passed in the Junior Grade to be well prepared for a subject of that sort?—I do not know, of course, what the idea was, but we would expect that a lad of 15 or 16 years of age would be able to make a précis.

12111. Yes, but would he not be able to learn a matter of that sort after he entered the office if he had a good general education, and might it not be an interference with his general education if he was started on précis writing at 13 or 14 years of age?—Our impression, rightly or wrongly, is that the present system of examination leads to a system of cram and that we do not get intelligent pupils; that they have been running in certain grooves, and they do not seem to take readily to anything outside the exact groove. Therefore this précis writing would merely be as one of the means of testing their general knowledge.

12112. Do the advertisements asking for candidates for a particular appointment specify any ages?—It varies, of course. Now banks, for instance, and places of that kind, who have always openings for a considerable number of educated boys, they fix and they have their own examinations, but their own examinations are just what we would like, that is, they are practical; they deal with the actual business the lad will have to follow in the bank; he must write a decent hand, to begin with, and he must be fairly fluent in arithmetic.

12113. I suppose they would not object if he happened to be 17 years of age instead of 16?—I do not think they would take lads at 17, I think they must be younger than that.

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12114. That would bar any person of the full age who had passed in the Middle Grade. If a boy had passed in the Middle Grade he might be ineligible because he was barred by age?—It is a matter I am sorry I did not ascertain, but banks—of course there are a large number of banks here, and they all have their own examinations, which are strictly commercial examinations as to the equipment of a boy for the business of a bank—fluency in writing a good hand, and quickness at figures.*

12115. You spoke of the necessity of allowing only a limited range of subjects to be taken?—Yes.

12116. We have endeavoured to provide for that by limiting the number of marks that a candidate can present himself for, so that he is practically limited as regards the number of subjects, and that has been put before us as one of the things that have helped to drive science out or to exclude science from the subjects taken up. It is said that when the total number of marks that a boy could present himself for was reduced from 7,000 to 6,000, science was the first subject that was dropped?—Yes. Apart from that I think we would rather have the subjects limited than the marks, because our theory is that by the system of cram and superficial knowledge the marks may be gained, whereas if those marks could only be gained in a limited number of subjects, the only way to get increased marks would be by increased efficiency in the subjects you have selected. Our feeling rather is that the present system of allowing marks to be taken in that way—I mean by taking a very large number of subjects—that that has the natural tendency of drawing teachers into selecting certain subjects, whether they are suitable for the students or not, so as to secure the highest number of marks.

12117. Book-keeping is treated as a distinct subject from arithmetic. If you propose to give equal marks to all subjects, you would require to throw book-keeping and arithmetic together, I should think, and make them one subject?—Well, I do not know.

12118. You can scarcely treat book-keeping as a subject of equal importance with Latin or French as regards marks?—I would not propose at all to give the same number of marks to each subject.

12119. Is not that one of the difficulties in the way of specifying the number of subjects that a candidate is to take up—that if he takes up any particular subject to which a small number of marks is assigned he is limited as to the total number of marks that he can get?—Yes, that is so; that is one of the practical difficulties.

12120. Most Rev. Dr. WALSH.—I do not fully understand, Mr. Inglis, your view about not beginning specialisation in the Preparatory Grade. Do you mean to confine the Preparatory Grade to the subjects of the university or grammar school course as distinct from the commercial subjects?—No; I think I rather misled you in that matter. It was not so much that I objected to specialisation, but that I wished the Preparatory course to be a test of the general educational standard at that age and not to be competitive.

12121. So I thought?—That was the idea.

12122. You want to have it made merely a pass examination?—Quite so, a pass examination, and then to enter the regular Intermediate grades.

12123. Do you not think it advisable that in the pass examination boys should have the option of taking up subjects from either side of the school course—from the grammar school side or from the commercial side?—It would start them that much sooner on their special course. My idea was that they might all work together up to a certain point.

12124. You see what we have found is this—that up to a certain point, up to the year 1893, it was open to boys to take up natural philosophy at the first examination, which was the examination in the Junior Grade. Then the Preparatory Grade was established, and natural philosophy was not a subject in that grade; consequently it was not open to students to take it up, and the result apparently has been that there is a strong disinclination to take it up afterwards when they were not at liberty to take it up in the first instance?—I know.

12125. That being so, would it not be well to give the boys an opportunity to take it up in the beginning—I do not say to make it compulsory—so that they could choose the subjects that were likely to be of use to them afterwards?—And limit the examination to those?

12126. Not limiting them at all, but giving them an option of a reasonable number of subjects?—Oh, certainly.

12127. You would attach importance, and very properly, to the encouragement of the closer study of a small number of subjects rather than to the superficial study of a large number of subjects?—Yes.

12128. You probably are not aware, for I find the public generally are not aware, that we do a good deal at present by our system of marking to encourage the close study of particular subjects?—No, I was not aware of that.

12129. The principle that was introduced three or four years ago is this, that whatever marks a boy gains above 75 per cent. of the total allowed to a subject will count double?—I see.

12130. For instance, 1,200 is the maximum allowed for English. Any marks that a boy gets above 900 count double, that is, each mark above 900 counts as two. That tends directly to encourage greater excellence?—Yes.

12131. This (*handing witness a book*) is a Middle Grade list of exhibitioners. Please see the number of marks gained by the first boy—the boy who takes the first place?—3,791.

12132. Now I may tell you that 463 of those marks were gained above the 75 per cent. standard, and consequently counted as 926 for him?—I see.

12133. Now take the next boy to him on the list?—3,424.

12134. Only 257 of that boy's marks were above the 75 per cent. standard, those marks counted as 514. The actual difference is 367?—That is right.

12135. But for that there would have been nothing like this difference, and there are cases in which the result of our system of encouraging special excellence is to bring to the first place a student who otherwise would not have attained it. That meets your view?—In that case you are exactly carrying out the principle the Chamber of Commerce would like.

12136. I do not think that the effect of that rule is understood as it ought to be. Frequently we are sharply criticised by people who manifestly know nothing about it, but who undertake to criticise it in the newspapers: every year it is urged that that rule should be abolished as leading only to useless complication. Now as to spelling, you think that the teaching of shorthand has a tendency to destroy the spelling?—Yes.

12137. Have you found that from experience in individual cases—I do not mean of your own boys?—Whether they would have been very good spellers or otherwise I do not know.

12138. It will probably surprise you to hear that a gentleman whom I regard as one of the ablest men in this country and who takes the spelling department of his children's education into his own hands, begins by teaching them phonetic spelling, with the result that in a little over a year he is able to make those boys probably the best spellers in the country: the difficulty is that they are such perfect spellers and readers at a very early age that it is impossible to get reading matter for them that is down to the level of their intellects. They will read the most difficult words in English. They begin with the phonetic spelling, and it takes only a month or two to make the

* "Having made inquiries of some of the leading banks since my examination, I find that about 18 is the average age, so that lads intended for positions in banks, could go through Middle and Senior, as well as Junior Grades"—J. M. I.

transition from that to the complicated spelling that we have?—About that I would just like to say that in one of the schools in England that my boys were at they did not teach shorthand, and I was very anxious that shorthand should be taught. Rather reluctantly the master agreed, and he found that the handwriting, at all events, was very seriously handicapped; that is, they all seemed to develop a bad style, more or less, and his impression, at all events, was that the spelling was also led astray, and it was given up. But he may have had prejudiced views.

12139. I think you will find that that was probably the explanation of it. You seemed to have some unwillingness to have the commercial subjects dealt with in the universities: that has not been tried, I believe, in this country to any large extent?—I think not.

12140. Are you aware that it has been tried on the Continent?—I know that it has, and it is more a sort of theoretical objection that I have.

12141. In the University of Louvain, which in more than one respect is the leading university in Belgium, a special commercial department or faculty was introduced a short time since, it has been worked with the greatest possible success; but you are speaking of the universities in these countries?—What I mean is that they do not seem to have encouraged it.

The witness withdrew.

Mr. MARCUS TERTIUS MOSES, J.P., F.R.G.S., of the Dublin Chamber of Commerce, examined.

12142. CHAIRMAN.—Mr. Moses, would you wish to add anything to what Mr. Inglis has said? We will be very glad to hear anything you have to say?—There are one or two remarks I would like to make. I might mention—it might be interesting to you—that I have happened to be on the Committee that started the Cambridge Local Examinations, the only one in Ireland, and we did it from the idea that results fees were not desirable. Fortunately, the schoolmaster down at Bray, where the centre is, fell in with us, and his idea was that a school for gentlemen's sons could be carried out better according to this method than in the other way; he would depend more upon the results fees from the results of his school—the results fees coming in the form of increased pupils. Some of us think that results fees if given at all should depend very much on inspection, because otherwise the backward boys are not attended to—at least, we imagine they are not. I can also bear my testimony to the fact that 90 per cent. of the lads who offer themselves for situations are not listened to on account of their writing, get no chance of showing their other qualifications, and we regret to find that the intelligence that comes forward for commercial pursuits, is not as great as it used to be; we do not see the half of the boys, they do not get a chance, we discard them without seeing them on account of their writing. Another thing that struck some of us in the Chamber was that—I do not know whether it would be in what you consider the commercial course or scientific course, but that in view of Germany doing so much in technical education, and this country looking forward to an industrial bill—we ought to have the elements of chemistry and electricity brought in. As to what one gentleman here said about the difficulty of giving marks for book-keeping and those sort of things, some of us thought that if they were grouped with other things you might give marks specially for those, and it would not make it so difficult to regulate the marks. We also thought that a bonus ought to be given to schools that went to the expense of laboratories, and that we think in this country is a very essential thing. Some gentlemen have said that the expense of the classical education is one reason for giving results fees to it, but we think that we ought to look more to what is the benefit to the country of any expense, and that the greater number of the boys that may hope for work in the future will be from commercial and agriculture, and more or less industrial subjects. I think those are the only remarks I have to add.

12143. I am interested in the matter you mention, Mr. Moses, about your having a branch of the Oxford and Cambridge Locals. That is in Bray, is it not?—Yes—the Cambridge Local.

12144. Cambridge?—Yes.

12145. The committee of gentlemen, as I understand, of which you were a leading member——?—Not a leading member, but a very small one.

12146. Or of which you were one of the members, applied to the Cambridge Locals?—Yes.

12147. The reason of that was, that you were all distinctly of opinion that the system of results fees was a system injurious to education?—Yes.

12148. That was the result of your own experience?—Of our own experience.

12149. Of the working of the Intermediate Act?—Yes.

12150. And you still retain that opinion?—Yes.

12151. As does also this body of gentlemen who constitute your committee?—I should say so.

12152. Might I ask you how many gentlemen were on that committee?—I think about half a dozen.

12153. Why was it that you thought that this results system was injurious? Do not take me as differing from you on the question, but I want to have your reasons for that opinion on the notes?—We thought it was to a certain extent mere cram.

12154. Exactly, that whatever will bring in most money is the thing that probably will be taught?—That is it.

12155. They will see what will bring in most money, and choose such subjects as will result in the greatest amount of results fees?—Yes.

12156. And they will teach those subjects in such a way as will enable the student to pass the examination with the greatest amount of ease?—Yes.

12157. And your experience is, that it is passed usually by those pupils by memory work as distinct from intellectual work?—Certainly. There is another matter, if you will allow me to mention it, that I forgot.

12158. If you please?—That is, that in commercial life we find very much that there is very little attention paid to mental arithmetic, and we thought that with an oral examination some more attention might be given to it. If a clerk comes in applying for a situation, and you ask him to do some simple calculation that anybody ought to be able to do in his head, he will fail to do it.

12159. The students in school could be tested in mental arithmetic in a very short time by an inspector?—Yes.

12160. It would not add very considerably to the length of the inspection?—No.

12161. Most Rev. Dr. WALSH.—When you say that you wish to have chemistry taught more than it is, you do not mean mere book work?—No; by practical work in laboratories.

12162. And the same with electricity?—Elementary chemistry and elementary electricity should be taught; we think that electricity is likely to be a great work.

12163. And you do not think that a satisfactory knowledge can be attained by merely learning things out of books, or that it can be satisfactorily tested by getting the boys to write down answers upon paper?—Certainly not.

The witness withdrew.

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The Most Rev. P. Foley, D.D.

The Most Rev. P. Foley, D.D., Bishop of Kildare and Leighlin, examined.

12164. CHAIRMAN. — Dr. Foley, you are Lord Bishop of Kildare and Leighlin?—Yes.

12165. I think you have had a good deal of experience in connection with the working of the Intermediate Education Act?—Well, yes. In the year 1881 I was appointed to the staff of Carlow College, and I remained there until 1896, and I was teaching all the time, except the last four years.

12166. That is an experience of fifteen years?—Yes. I was president for four years, but I was teaching chiefly in the ecclesiastical department, as far as teaching was concerned. Although I taught something in the lay department, I did not teach as much in that as in the other. At the same time, I had opportunities of seeing how things went on, because I was always present at the ordinary examinations, and I also had experience in examining students at the entrance examination from various parts of the country.

12167. At all events, your experience was such that you were able to form a fair opinion from actual observation as to the results of the working of the Intermediate system?—Yes. Then I have handed in a written statement under two heads.

12168. In the written statement there are two reverend gentlemen joined with you—the Very Rev. John Foley, D.D., who is the Manager of Carlow College, and the Rev. M. Cullen, who is the Rector of St. Mary's, Carlow?—That is the lay department, yes. Then I have some observations to offer to the Board supplementary to that statement.

12169. Yes. Which would be the more convenient way to your lordship: would it be convenient that you should, in the first instance, state what you wish to add, or that I should ask you some questions?—I prefer to read the statement which I have, and which is supplementary to the other, and then I can answer any questions on any portion of it afterwards. During the time which has elapsed since the above statement —that is, the written statement to which I refer—was written, although I have tried to follow the evidence given before the Commission from day to day, I regret that I have not been able to give the subject such attention as would enable me to form a very decided opinion upon the question as to what alterations ought to be made in the present system of Intermediate education. Indeed, were it not for the great influence which, I am sure, the recommendations of the Commission will have upon the Intermediate education of the country for the next twenty-five years, and perhaps upon the other grades of education as well, I should have been very reluctant to inflict any further views of mine upon the Commissioners. It is, I think, generally recognised that the future of the Intermediate system for the present generation will largely, if not exclusively, depend upon such powers as Parliament may be induced to confer upon the Intermediate Education Board as a result of this inquiry. Many of those interested in the question are so fully convinced of this, that they would prefer to see no change made in the jurisdiction of the Board at all, rather than such as would merely enable the Board to modify the present system in certain details, without being able to touch the root of the whole system itself. In my opinion, it is desirable that the Commissioners should procure such powers from Parliament as would enable them gradually to get rid of the system, root and branch, not merely to remove its accidents, but also to eliminate its fundamental principle, viz., universal competition for money prizes amongst all the Intermediate schools and scholars of the country. This I regard as the essence of the present system, and exclusively written examinations its necessary corollary, for they are the only possible means of securing impartiality in such universal competition. As long as this competition is retained, I am of opinion that such examinations must be the sole determining factor in the awarding of money prizes. I do not say that it would be impossible to find persons who would conduct oral examinations in the requisite subjects with absolute impartiality, but, apart from the fact that such examinations must be more or less uneven, I think that the advantage to be gained by them would be counterbalanced by the risk which the whole system would run of being regarded with suspicion by the general public; and I believe that such risk would be greater now than if such examinations had been carried on from the beginning. As to the desirability of oral examinations in certain subjects as a condition precedent to the granting of prizes or results, it seems to me to be somewhat discounted by the increased expenditure which it would entail, and anything of this kind under the present system, with its enormous expenditure, would seem out of the question. It may be worth recording, too, that in the First University pass examinations of the Royal University no oral examination is held in these subjects, whilst in Germany laboratory work, on the part of pupils in secondary schools, especially in the junior classes, is not only not required, but considered undesirable. It has been said there that such work is overdone in England. Besides, if laboratory work according to the most approved method were required, it would necessitate the restriction of the programme in physics and chemistry, or the dropping of other subjects altogether. In the case of candidates for honours, such examination *at a common centre* is desirable, but hardly feasible under the present system, owing to the increased expense which it would entail on candidates as well as on the Board. Inasmuch, therefore, as this defect is more or less unavoidable under the present system, it must be set down to its account, although to my mind it is one of the least serious of the defects which are traceable, either directly or indirectly, to the principle of universal competition. The great and, for the most part, unavoidable defects of the present system are—the great strain upon teachers and pupils, educational work done with a view to marks and money rewards, the fostering of false ideals, neglect of backward pupils and of such subjects as cannot be made to afford marks, one cast-iron mould for the best intellects of the country, encouragement of cramming and of touting for intelligent pupils, impossibility of proper classification, and finally, a course of education utterly unsuited to the position in life of large numbers of candidates, who pursue it solely for the purpose of making money. On the other hand, I have gone carefully through all the advantages which have been claimed for the present system by its warmest advocates, and, with a few exceptions, I am persuaded that they may all be just as successfully derived from a joint system of examination and inspection. These exceptions are—freedom of schools from all State interference, impartiality of present examinations, and the great stimulus to study, which competition alone can supply. But what has a properly equipped school to fear from such inspection as shall satisfy the State as to the efficiency of the school? No doubt, freedom would be somewhat interfered with, but the interference will bring with it ample remuneration, and may be exceedingly helpful in retaining the stimulus to study without the incessant strain which is the inevitable outcome of competition. In so far as impartiality is a feature of the present system, it will disappear, *defectu materiæ*, with the element of competition, but there will be no reason to fear its opposite from such a class of gentlemen as would be selected for the position of inspectorship. Results examinations might be required for a time, but the need for them would gradually wane. It seems to me, and my opinion is confirmed by high authority, that the need for results examinations may be said to vary inversely as the efficiency of the teaching staff. In other words, as the efficiency of the teacher

increases the need of results examinations diminishes, until a point is reached above which such need disappears altogether. Hence, in my opinion, it would be far better for the cause of Intermediate education if the greater part of the fund at the disposal of the Commissioners went to strengthen the teaching staffs of the schools, and this is a point which I find insisted upon very strongly in other countries. The inspection in Wales includes not only the methods of teaching, but also the salaries of the teachers, and I am quite sure that such inspection in this country would have a far more beneficial effect than the lavishing of such large sums upon money prizes for young children. In Germany, too, in order that a school may be recognised by the Government, it must have a certain number of professors, and they must be guaranteed a certain minimum salary by those who undertake to establish the school. Of course, this would ultimately bring with it the need of some State qualification on the part of every teacher, and then there would be the difficulties incident to the appointment and dismissal of teachers. But in Wales these powers are almost everywhere in the hands of the headmasters, and certainly their position would hardly be tolerable without the power of dismissal. It strikes me that, in the alternative schemes which have been put forward to supplant the present system, too much stress has been laid upon the effects of inspection, and too little upon the need of providing an efficient teaching staff. In order to secure the latter, the position of a teacher in an Intermediate school must be made of such a character as shall induce properly qualified candidates to seek it, and to make it not a stepping-stone to a higher position but the goal of their ambition. It may be said that grants to headmasters, dependent as they would be on the efficiency of the methods employed and estimated by actual inspection on the spot, would result in securing such teachers. I freely admit that this might be so in the case of the large schools; but proportionate grants to small schools would frequently fail to enable the headmaster to make any such provision for the staff of his school. Fifty boys in a small school might require twice as many teachers as the same number in a large school. All the schemes which I have seen suggested as substitutes for the present system, and, indeed, the present system itself, too, inevitably tell against the small schools, and favour the large ones, which stand least in need of help. I do not know whether the authors of these systems regard such a result as desirable. I am not in favour of small boarding schools; I think we have too many small schools of this character. But the large boarding schools are pretty well able to take care of themselves; and, in a country like ours, it seems very strange that such large sums of money should be paid to schools which are practically closed to parents who are not prepared to pay £40 or £50 per annum. Under our Intermediate system schools may charge what fees they please, provided that they have ten pupils under 18 years of age who have made the requisite number of attendances, and that, not being National schools, they afford classical or scientific instruction to such pupils. Were it not for the system of touting which has been so severely animadverted upon by advocates as well as by opponents of the present system, how could the most brilliant child of poor parents in country districts derive any solid benefit from the Intermediate system? In Wales, the maximum fees are fixed for boarding and day schools, and the endowed schools which benefit by the system have been compelled to surrender their endowments, whilst half the scholarships are awarded to such children as had been pupils in the elementary schools, and bursaries are established to cover the expenses of travelling for the benefit of those who need them. Without going further into this portion of the subject, I have to say that in my opinion the Welsh system is, in its aims and its general outlines, better suited to the circumstances of this country than the one which has been carried on amongst us for the last twenty years. The Welsh system aims at being national in the sense that it offers its advantages to everyone in the country who is able to avail of them, and it endeavours to justify its title of Intermediate in that it endeavours to take up education about the point where it ended in the primary school, and to lay it aside where university education may be supposed to begin. Then, as to cost of administration, in 1896–97 6,427 candidates were examined, at a cost of £4,644, and the amount has been considered out of proportion to the available resources; whilst our system examined in the same year 6,661 candidates, at an administrative cost of between £13,000 and £14,000, and the figure for the present year is, I believe, much higher. In Wales hardly a town of any size exists without its Intermediate school. In Ireland there are towns of from 3,000 to 5,000 inhabitants where a solitary Christian Brother struggles to give Intermediate education to any who desire it, and to others who do not desire it. Our Intermediate system does not concern itself to inquire whether there be any need for a school in a given locality; whilst the Welsh system goes out of its way to give special help to struggling schools, and will not allow competition between schools of a similar character. Finally, I would refer to an argument in favour of the present system which at first sight seems to have considerable force in it—I mean the argument derived from the undoubted fact that the present Intermediate system has resulted in greatly improving the condition of things which existed twenty years ago. I have not the slightest desire to minimise this improvement, but the argument seems to me to leave out of the reckoning the very important fact that the system is now being maintained at an annual cost of £80,000, and during the last seven years it has cost *more than half a million of money*, and this is certainly a sum from which one has a right to expect very substantial advantages. The question cannot be solved by comparing the present condition of things with that which preceded it, but rather with that which we have a right to expect from the expenditure of such large sums of money. Beyond all doubt, a certain amount of good has been done, but not without attendant evils. If the good can be had without the evil, or more good with comparatively less evil, it becomes a question of prudence whether every effort ought not to be made in order to procure the powers which will make the experiment possible. I am of the opinion that Parliament ought to be pressed to confer such powers upon the Intermediate Education Board, and it will then remain for the Commissioners to exercise their own discretion in determining what steps may be safely taken to gradually transform the present system into one which shall be more in harmony with the needs of the nation and with every system of the kind in the civilized world.

12170. I have very few questions to ask you in reference to your statement, but there are just one or two I should like you to answer. As I understand, your view is that we should obtain from Parliament powers to promote general Intermediate education in Ireland by any means which would seem fit to the Board?—Exactly.

12171. And that then those powers would be exercised by rules under the Act to which the assent of the Lord Lieutenant would be essential, and then the Chief Secretary would be obliged to answer in Parliament any questions that arose as to the propriety of those rules?—Quite so.

12172. And, according to your view, is it impossible that we can reform this system by any other additional powers?—Quite impossible.

12173. In other words, no defined powers would be sufficient, because if we get any defined powers it might appear after one or two years' experience that there should be a change, and then there would have to be another Act of Parliament?—Yes; that is exactly my view

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The Most Rev. P. Foley, D.D.

12174. You have mentioned, both in your statement to-day and in your written statement, various defects in the system?—Yes.

12175. I ask you this only to make the matter beyond doubt. You have had personal experience of these defects; you are not speaking from *a priori* reasoning, but from actual knowledge and observation of these defects?—I speak of them either from personal observation or from the testimony of those who have had personal experience of them.

12176. Now, in reference to competition which you have referred to in your evidence. Is the competition which has resulted from this system too severe?—Altogether too severe, especially in the case of those who have a chance of obtaining exhibitions or honours.

12177. In reference to State interference which might be involved in inspection, you are of opinion, of course, that there is a certain amount of interference with the managers of schools at present by being obliged to conform to our programme?—Yes, and having the examinations over a fortnight.

12178. And having the examinations over a fortnight. Are you not of opinion that a proper system of inspection would be carried out without more interference, or, perhaps, without as much interference with the managers of schools as is necessarily involved by our present system?—I should say with very little more, but I say that, of course, subject to what I have laid down—that the element of universal competition for money prizes should be done away with.

12179. So I understand. Now, you have referred to the element of impartiality?—Yes.

12180. But, of course, necessarily in the present system there must be a certain element of chance?—Chance?

12181. I do not know whether your lordship is aware that in competition even amongst the students in the one grade, who take up one particular subject, all the papers are not examined by one examiner?—Yes.

12182. The number is so great that 1,000 papers are given to one examiner, and another thousand to another examiner. There are often three or four examiners to the papers in the same grade?—That would not interfere with the impartiality, but with the evenness of the examination.

12183. I was about just referring you to that—that further, although there is the impartiality, there is the personal equation, which, to a certain extent, introduces a foreign element?—I should say certainly that the unevenness would not be at all as great as in an oral examination, because the questions would not be the same in an oral examination.

12184. I was not intending to ask your lordship about oral examination?—Although I am advocating a new system, I am not closing my eyes to what can be said on the other side.

12185. I do not quite know what is your system, and that is the reason I am coming to this?—My system is to do away with universal competition altogether for money prizes, to have inspection in the schools—inspection of methods, inspection of teaching, inspection of the schools themselves, inspection of laboratories, and inspection of salaries, which is most important of all.

12186. I do not object to that at all; on the contrary, I am in favour of it. But you observe you could have all that without a *viva voce* examination of all the students in the school in all the subjects?—Undoubtedly, and I would not require that except in the case of very backward schools. In the case of very backward schools it would be well to keep on the individual examination, at any rate for some time.

12187. Would your view be, not at present, but in an ultimate system, that you should take the school as the unit as distinct from taking the individual pupil as the unit?—Exactly.

12188. Now, about the efficiency of the teachers, which I recognise is a very important matter, and you point out in your paper what is undoubted—that the lay teachers that you are able to obtain——?—I could give my own experience to carry out what I say about this. I have known that in the college with which I was connected five of the very best teachers became inspectors, simply from the fact that their salaries as teachers were not sufficient.

12189. Inspectorships are obtained by competitive examination?—Yes.

12190. You refer to the inspectors of the National Board, of which I am a member?—Yes.

12191. Therefore, while the remuneration of the lay teachers remains at the figures at which it stands at present, naturally they will take up anything better that offers?—It not only takes them from the schools, but makes them inefficient in the schools, because they have their eye on this competitive examination, and are preparing for it. I made it a condition that they should not go in for the National Board examination while they were with me.

12192. And you, very naturally, in your written paper point to the necessity of the change in reference to university education as one mode of obviating that difficulty?—Yes.

12193. Now, you are aware that in this inquiry we are obliged to keep clear of that question altogether. If we are to wait until that question is settled, I do not know but it may be for an indefinite time. Therefore, I want to keep that question altogether out of consideration, because if we depend upon that we can do nothing practical?—Yes, but, of course, there are universities doing something in that direction. Trinity College has done something, and there are others in the country. But I only speak for the Catholic schools.

12194. The one real way, in my opinion, to increase the efficiency of the teaching is to raise the remuneration of the teachers?—Undoubtedly.

12195. In fact, as a matter of political economy one would follow from the other?—Exactly.

12196. Now, in reference to this efficiency of the teaching. Putting any change in the universities out of the question, would not the best mode of effecting that be, as your lordship suggests, to have the teaching actually inspected on the spot? A bad teacher could not live under a proper system of inspection carried out by competent inspectors?—Yes; but if you do not make some provision to make possible the expense of the efficient teachers in small schools, the inspection will have the effect of killing the small schools altogether, and putting nothing in their place.

12197. Would you be in favour of fixed grants, you may say, to smaller schools?—Special grants to smaller schools for the reasons I gave.

12198. Yes?—For instance, if you have fifty pupils, it is quite certain that you may require three or four teachers in a small school, while with fifty pupils in a large school you might have twenty-five in each class, and only require two teachers. With a school of thirty it is still more the case. A proportionate grant to small schools will not meet the case. That is recognised in Germany.

12199. I am quite aware of that. In the case of small schools—I mean small in consequence of the locality and not small by reason of the number of pupils—in the case of schools competing in a small area there ought to be a special allowance?—I think so.

12200. For the purpose of procuring good teachers?—Yes; and then inspect them. But I think that if you begin with inspection you begin at the wrong end. You should provide something to inspect first.

12201. That would be as to the mode of carrying out the system. If I could get out what the ultimate aim would be, it would be very easy to mark the road by which it would be reached. You would be of opinion that that special allowance ought to be on the terms of teachers being remunerated at a certain amount fixed by the Board?—I think so; I think the amount ought to be fixed by the Board.

12202. You have mentioned in your evidence that the salaries of the teachers ought to be communicated to the Board?—Yes.

12203. What action do you think the Board ought to take in the event of their being of opinion that the teacher was a competent teacher, but that his remuneration was insufficient?—I should say that this Board should assist headmasters to give the necessary salary if there was a sufficient number; there should be a certain minimum number, I suppose, in every school, and I think the Board should give such assistance as would enable the headmaster, with the aid of the fees, to pay a fair salary.

12204. I am passing away now from small schools?—To large schools?

12205. I am coming now to the large schools, where there is no difficulty in paying the teachers?—There ought to be a minimum salary in every school.

12206. And therefore we ought to require not only a sufficient staff, but a sufficient staff remunerated reasonably well?—Yes. You should lay down a minimum, and of course the master could give as much more as he pleased. That is what is done both in Germany and in Wales; also in Denmark and in Switzerland, and in France.

12207. Mr. Justice MADDEN.—You are of opinion that the money prizes at present awarded by the Board have a tendency to generate excessive competition by the students?—Undoubtedly.

12208. Would you do away entirely with money prizes, substituting book prizes in certain cases?—Under the present system or under a new system, do you mean?

12209. Take this as a question by itself: in future I would say?—I would not have money prizes at all. The only way in which I would retain money prizes would be as a sort of exhibition to carry on the boys of the Senior Grade to a university or some other course. I would not give money prizes at all.

12210. As prizes?—As prizes.

12211. As distinct from exhibitions?—I would not give them, except in the last grade; that would be as exhibitions.

12212. Would you approve of the suggestion that exhibitions should be, as far as possible, made the means of providing education for the successful students?—Yes, but not boarding fees. I would certainly wish that they should be used for the purpose of providing free tuition, but I do not think the Intermediate Board ought to spend its money upon boarding boys, except boys of a very exceptional character, who might be taken up from the ranks of poor people, perhaps some very brilliant boy. In fact, you would not have one out of a thousand.

12213. You have offered us suggestions with reference to the assistance that might be given to small and struggling schools in localities where schools were required?—Yes.

12214. I would wish you to develop somewhat your views upon that subject?—I can give you what takes place in my own district—what is going on under the present system. I take the town of Bagnalstown, with a population of 2,000, a district fairly thickly populated; there there is one man giving Intermediate education in two or three grades. In Carlow, where there is a population of 6,600, there is one Christian Brother struggling to do the same. In Athy, with a population of 4,800, the same thing occurs; in Naas, with a population of 3,700, the same thing happens; in Mountmellick, with a population of 2,626, there is no school of that kind; and in Maryborough (2,809) the Christian Brothers began to give such education this year only. What I would do in these cases is this—I would give them a larger grant than they would be entitled to on the mere score of numbers, and I would require that all who got that grant should have a certain number of teachers. It is a ridiculous thing to think that any one man can teach the Preparatory Grade, the Junior Grade, the Middle Grade, and the Senior Grade. In connection with that matter, I might say that it is due to these schools chiefly that what is called "touting" has gone on. To my mind there are certain practices described as touting, which, judged from a certain standpoint, are not to be condemned, but rather to be applauded. For instance, if a brilliant boy has the misfortune to be in one of these schools, he may get a low prize in the Preparatory Grade, and have no chance in the Junior, Middle, or Senior Grades, unless he is taught in an efficient way, which he cannot be in such schools. What is done is this: parties interested in the boy will correspond with an efficient school, and will say: "There is a brilliant boy here who cannot be taught efficiently; will you take him for so and so," and he is taken. I do not condemn that. What I do condemn is, that in the case of efficient schools, in some cases, communications pass between headmasters and boys, with the result that the latter are taken away bodily from the school.

12215. I note your observation that a system of distribution of public money, paid either upon results or upon inspection, will not assist a struggling school in its initial stages?—In its initial stages, yes.

12216. Would you suggest, then, that we should obtain power, either directly, or by such a general amendment of the Act as you have indicated, to make grants—annual grants—to struggling schools?—For struggling schools, requiring a certain minimum number in the locality—you should satisfy yourself that there was sufficient population in the locality to sustain the school. There would be no use in starting a school if there was no prospect of its coming to something in the end.

12217. That would be somewhat analogous to the condition of things in Germany?—And in Wales especially.

12218. The Intermediate Board then—I am not suggesting objections, but I wish to discuss the matter with you—would become a department of the State, for the purpose of fostering and encouraging Intermediate education?—Yes.

12219. And would establish schools where schools were necessary?—Yes.

12220. You yourself, I am gratified to observe, would entrust these functions to the Intermediate Board?—Certainly, with the utmost confidence.

12221. And if Parliament took the same view—as to that I say nothing—there would be no difficulty in carrying out your suggestions; but we must realise, at once, that it is a very important departure, not only from the present system, but, as you have pointed out, from the alternative systems that have been hitherto suggested?—That may be the reason that these other systems have proceeded on their own lines; I have not tried to copy them.

12222. That is the reason why I am anxious to develop your views very fully?—With reference to courses, might I make an observation, because I have made a statement?

12223. Would you require some standard of efficiency before you gave support to one of these struggling schools?—In the initial stages?

12224. In the initial stages. Would you have them suited to the requirements of the locality?—Suited to the requirements of the locality. Then I would give a grant for a year, and then if it was not efficient you should change. I feel sure that that is what is done in Wales. You cannot start a school without means.

12225. Have you investigated personally the working of the Welsh system?—I have not gone over the place to investigate it, but I have heard a good deal about it.

12226. Then you made some remarks upon the necessity of strengthening the teaching staff of the schools?—Yes.

1227. How would you practically work?—I would require, first of all, a certain number of professors in the school proportionate to the number of grades for which the boys go in in the Intermediate.

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12228. As a condition precedent to the admission of that school to our system?—Yes; and then if they were not able to have all the professors required, I would not allow them to go in for every grade. Suppose there were four grades, and only three professors; you might then say: "I can only take account of three grades; I cannot allow you to go in for four grades with only three professors." That is done in Denmark, where they will not allow two classes to go together, even though they are small. I think it is very hard to have efficient teaching unless some such system is adopted. I believe, too, that the teachers have too many hours. They are turned into regular machines; they have to work five hours a day, and they have frequently then to correct papers. I do not think the Commissioners have any idea of what written examinations mean; they mean written examinations, not only at the end of the year, but the whole year round. There are papers being given in these schools every week at least, and the professor has to go over the papers—after teaching his five hours in the day he has this other work to do in the evenings as well. I would reduce the number of hours they have to work. Of course to effect these changes might take a long time, possibly several years, but I am just pointing out the goal at which I would aim, beginning in a small way and proceeding gradually. The first thing for the Board to determine would be whether the locality was such that it would be desirable that an Intermediate school should be established there. That would depend upon the character of the population and the probable number of the pupils. You would not expect the labouring classes to send their children to such a school, but you would expect the classes just above the labouring class—such as farmers and small shopkeepers—to send their children. The great drawback to the Intermediate system is that it does not bring an Intermediate school to a locality in which it is really required, while in another locality there may be three such schools competing against each other.

12229. There may be undesirable competition in one locality, and there may be another locality the educational needs of which are not attended to at all?—Yes; there is very undesirable competition among many of the schools—in some places you have too many boarding schools. Then large boarding schools are not desirable for boys under the age of 12. I admit there are great advantages to be gained in large boarding schools for boys of from 12 to 18 years of age, not merely from the intellectual standpoint, but also, and chiefly, from the ethical standpoint—to develop strength of character.

12230. You made some remarks in your paper about separate courses?—I said I thought three courses would be best, and I listened with pleasure to Mr Inglis when he put the same view before you on to-day. What I would say is this—I would begin at 14 years of age with separate courses for the classical and commercial sides. I would have boys examined in the commercial course at 14, 15, and 16 to themselves. Then I have some doubt as to the distinction between a scientific course and a classical course. I speak with some diffidence as to whether Latin should be altogether dropped from the scientific course. Mr. Inglis favoured the view that Latin ought to be retained in the commercial course. I point to the example of Germany, and to what has been done there in the last ten years. Dr. Conrad wrote his book in 1878, but during that period a great movement has taken place in Germany, and schools are becoming either exclusively classical or exclusively modern, and seeing that things are going in that direction it would not be desirable to retain Latin in the commercial course at any rate, and I incline to the view that it would hardly do to retain it in the scientific course either. I think a scientific course is very necessary in this country, because the commercial course will be mainly confined to the large cities and towns, whereas the scientific course will deal with the agricultural interests, and there is no hope for the agricultural interests of this country unless we imitate the example set by Denmark in this matter. It is notorious that what Denmark has done during the last ten or twenty years would have been absolutely impossible if no preparation had been made in the schools. The Intermediate does nothing for the agricultural interest of the country. No science is taught that is of any use to a farmer; it is all book science—more algebra than experimental science. So I think there ought to be three courses—that the commercial course ought to begin at 14, and be by itself all through—chiefly linguistic. Arithmetic would be very important (I speak with some diffidence on this subject, because I am not acquainted with the details of it); but in addition to that I would have a scientific course, and I do not know what about retaining Latin; I am inclined to drop it in the interest of the agricultural element. With regard to the classical course, the paragraph in my statement about that course might be somewhat open to misinterpretation with reference to what happens in Germany. It might appear that the course is more limited than it really is, but what I aimed at bringing out was this—that whatever the course was a certain element predominated—that in the classical schools the classical element predominated; although science is required, and some modern languages, they are required in a subordinate way; and on the other hand in the science schools science predominated, and it is stated that in the last five or six years the schools coming to the front now are classical schools and modern schools, and what is called the Real-Gymnasien is going to the wall. Remembering all these considerations, I do think that three courses ought to be established, and they ought to be so arranged that a boy can get an exhibition in any of the three.

12231. And it ought to be equally to the interest of the schoolmaster to develop whatever course suits the requirements of his pupil, so far as possible?—I would not give exhibitions so much in the commercial course as in the classical, because the classical course leads to a university, and therefore is a more expensive course; and for that reason—*ceteris paribus* at all events—it would be desirable to give more help to those pursuing a classical than to those pursuing either a scientific or commercial career.

12232. Rev. Dr. SALMON.—I am sorry I was engaged elsewhere, and did not hear the beginning of your examination, but I am greatly interested in what I have heard from you already, with a great deal of which I agree. With reference to what you were speaking about last—the science course and the agricultural course—I think what is usually called a scientific course would be of very little use, unless it was greatly modified, to a person who intended to take up the profession of a farmer?—It should be agricultural chemistry—physics, &c.

12233. However, I do not want to go into those details. I only want you not to be too sanguine?—I am not too sanguine at all. I am anything but sanguine, but I would like to see experiments made in that direction, because nothing has been done up to the present time.

12234. About exhibitions—I think schoolmasters generally have this idea: "Do not give us money for exhibitions: give us money for our schools"; but the exhibitions are an inducement to parents to send their children to schools?—Quite so.

12235. And if you reduce the exhibitions too much, you will reduce the supply of the schools; but what I think would be very desirable is that we should be able to make some conditions as to the money we give. At present if a boy wins an exhibition, he gets his £30 or £40, or whatever it is, and spends it on a bicycle or whatever he likes, if his father agrees to it. I think we ought to be able to make some conditions, and not merely for the last year, as you suggest, but for the exhibitions in all grades—that they should be given on conditions that we should see that the boy

to whom it was given was pursuing his education?—Would you give them through all grades?

12236. That is my idea?—Then you must have universal competition, and I am against that altogether.

12237. I have not heard your evidence yet, so we had better not enter into a discussion on that subject just now. We shall talk it over together, and our views may be greatly modified. I am only telling you now the direction in which my own ideas tend?—What strikes me is this, if you have the exhibitions in all three grades you must have universal competition for money prizes, and with it all the evils dependent upon it.

12238. There is a great difference between giving a boy money to put into his own pocket and giving it to him to help him to carry on his education?—As a matter of fact, I believe boys do not put as much in their pockets as people think. I speak from experience of certain schools.

12239. I would not tie things up too fast, but I think we ought to have the power of fixing certain conditions on the money we give?—Certainly.

12240. Secondly, with regard to what we give to schools, I think we ought to be able to make a condition as to how the money was spent—that is to say, if the school was deficient either in sanitary accommodation or in other respects, that we ought to be allowed to make a condition as to what should be done; that certain wants should be satisfied before any of this extra money was spent elsewhere. I am only telling you what my general ideas are. Then I would not agree with your condition that none of the money should be spent in sending a boy to a boarding school. Some of the great boarding schools are remarkably good, and the very best thing that could happen to a boy would be to be sent to one of those big boarding schools?—I should have no objection, provided you fix the pension at a certain sum, and not make it impossible for the pupils of the country, who want help most.

12241. Suppose a boy was in a locality that could not provide a proper school, a poor parent would be very glad to send his boy to a good boarding school?—What I meant was that I would not provide such a sum of money as would keep him in a boarding school, because the State would then be not only paying for his education, but for the support of the boy, and if his parents are able to support him, why should the State do so?

12242. Some witnesses want to make it a condition with us that we should not give an exhibition to a rich boy—to any boy able to support himself; but I do not think that could be carried out in practice?—It is carried out in Wales, France, Germany, and Denmark.

12243. I doubt the applicability of that to Ireland. However, you understand the principle?—Quite. In some countries they lay down £150 as the maximum beyond which they should not go.

12244. I think it would be very difficult to carry out those inquisitorial investigations?—I think the income tax is taken as the standard and the local rates.

12245. Does not the same thing apply to schools? A great objection has been urged upon me, and I feel it very strongly, that the effect of our system would be to give great sums of money to the rich schools that do not want help, and to kill the small schools, and that was the direction in which my own thoughts were tending (and I thought you seemed to be very much in agreement with me), that we ought, if possible, to help the struggling schools?—To give them a chance, at any rate. There is no use in imposing conditions if you do not give the small schools the chance of fulfilling those conditions. If you lay down conditions without giving these small schools the power to fulfil them, you will simply blot them out, and that without putting anything in their place.

12246. Now, there is a subject which I do not like to bring in—the religious subject?—There is not the slightest doubt about this to my mind, that religion is injured by the Intermediate system—religious instruction in schools.

12247. That may be. We have to go to Parliament, and this was the very reason that Parliament put this condition upon us—that we were——?—It is a very extraordinary thing that £19,000 is given from the Treasury to the Welsh system, and they insist upon common Christianity being taught in all the day schools—whatever common Christianity is.

12248. If you will allow me, I will explain a little more clearly what I mean by the religious question. I would like you to bear this in mind—that the reason Parliament put this condition upon us was that there was apprehension that if we had the matter left altogether to our discretion, the money might be all given to one religion, and other religions would be unfairly dealt with. But I think, at least on that point, that we have succeeded in obtaining the confidence of everybody?—Undoubtedly.

12249. In Parliament or out of Parliament, I think everybody believes that religious considerations have had no influence at all with us in the distribution of these funds?—That is generally recognised everywhere; no one has any doubt at all of that.

12250. Now, in the case of the struggling schools you say you would look at the locality. That is a thing in which Protestants are especially interested, because there are parts of the country in which Protestants are few and scattered; and surely there ought to be provision made that they should be able to get an education even though they are a minority—that they should not be left in ignorance. Now, I speak with great respect of the Christian Brothers, who are doing useful and excellent work, but at the same time they make proselytising conditions—conditions about religious emblems, and so on—such as that an ordinary conscientious Protestant could not send his child to those schools. Thus, if he has to get an education for himself, it must be necessarily at a poor and struggling school, and therefore, when we say you are to consider the wants of the locality, you must consider what other provision there is for education. I am not at all bigoted about these considerations; I only wish to throw education open to everybody; and if a boy in Dublin, say, has a choice of half a dozen schools, I would not put any conditions of the kind I am alluding to upon him. That is the difference between the Intermediate Board and the National Board, the National Board has chiefly to deal with day schools, while we must deal with boarding schools, and we must believe that a person would not send his child to a boarding school where he was to be taught a different religion from his own; therefore, when you talk of struggling schools, and of having regard to localities, it seems to me that is a consideration that must not be left out of sight—the possibility of providing education for people, no matter what religion they may profess?—I quite agree with that.

12251. That is all that was suggested to me by what you said about that matter. Now, as to the different courses. The great difficulty is, how are you to provide education in a small country school for all those courses?—I would expect they would not take up the three courses in the small schools.

12252. I suppose that would be what would happen?—Yes.

12253. And, therefore, when you talked of there being a professor for each grade?—That is required elsewhere.

12254. But that is quite absurd. If you want to diminish the hours of the teaching you must multiply the number of teachers. If you want the whole thing to be taught, and you have only a small sum of money to bestow upon the salaries of the teachers, what are you to do?—What I mean is, I would not pay for any teaching below a certain minimum of efficiency; I would give a chance to the schools to be efficient, if the locality required them, and if they were deficient I would not pay them the money.

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12255. I do not think I need ask you anything further, for I think we are in complete agreement in our ideas?—Yes, I think we are thoroughly agreed upon everything.

Rev. Dr. TODD MARTIN.—I do not think I have anything to ask.

12256. Dr. BARKLEY.—You are aware that the funds in the Welsh system are administered by county and borough boards, which have taxing powers in addition to the grant they receive from the Treasury?—Yes, but I did not estimate that in the amount; I stated that it was £75,000. I beg your pardon—I believe that does come in—yes. First there is a grant (corresponding to our grant of about £45,000 or £47,000), which comes to £27,000; then there is £19,000 from the Treasury, and £19,000 (an equal sum) from the local rates; and then there is £9,000 from the endowed schools, which is thrown in there along with the Intermediate system.

12257. It is much easier for a board like that to consider the wants of particular towns over all the country than it would be for a central board with its headquarters in Dublin?—The National Board does that.

12258. The National Board is moved by people in the locality who wish to start new schools?—I believe if you bring the matter home to the people, they will take a great interest in this matter. At present people in the country know nothing about Intermediate education, but as soon as you bring it home to them I have no doubt (especially now that people take so much interest in public affairs) the most intense interest will be taken in Intermediate education, which is not the case now at all, and cannot be the case, because, as I have pointed out, in my own district there are several towns where one Christian Brother is trying to teach three or four grades, and many districts without any school at all, so I do not think that objection would amount to much. What I am pressing for is power for the Board—power for the Intermediate Commissioners—so that according to their own discretion, if they see fit to use those powers, they may do so by degrees.

12259. In Wales they have a comparatively small number of Intermediate schools—I think they calculate something like eighty Intermediate schools for the whole of the country?—About eighty, or something over that, I think.

12260. Whereas we have at present to deal with something between 300 and 400?—You would not have more under my scheme, and I do not think you would have as many, because I would insist upon efficiency, I would insist upon the locality being of a certain character, and I would insist upon a certain number of teachers according to the number of grades, and I think that would diminish rather than increase the number of the schools.

12261. When we come to assisting small schools, the question arises as the efficiency of the teaching given as well as the number of teachers?—Quite so.

12262. How would you secure efficient teachers in schools applying for a special grant?—The qualification of the teacher?

12263. Yes?—After a few years I would require a certain qualification, such as an examination in one of the universities—a degree in a university at least, and for the higher grades I would require honours, and in the really tip-top schools perhaps first class honours. I would make the position of the Intermediate teacher an attractive one, so as to draw in the able young men of the country.

12264. I think the system you advocated was a joint system of inspection and examination?—Yes. I would have written examination as well as oral.

12265. You do not mean a general examination, such as that which exists now?—Not the same as that. The examinations would be held in the schools as units in the first place—both written and oral; then the inspectors might select (or the teachers, after some time, might select) the boys that would compete for the exhibitions to go to the universities.

12266. In proposing three distinct courses, it is not your idea, I suppose, that these three courses should exist in all schools?—No, I think one course should be sufficient to constitute an Intermediate school. I think in the cities mostly you would have the commercial course, but I think you would have scientific courses throughout the country.

12267. Some of the witnesses have advocated that, instead of a distinct scientific course, there should be certain scientific subjects which might be taken up either as part of the classical or as part of the commercial course?—What I say with regard to science is, that I would put some science in the classical course, but it should be altogether subordinate to the classics; and then, in the scientific course, I am rather diffident about getting rid of Latin altogether, but I would leave that to the Commission.

12268. Most Rev. Dr. WALSH.—I do not quite understand the principle of distributing the grant between the different schools in your ideal scheme. You take the school as the unit instead of taking the pupil?—Yes.

12269. But how would you determine whether one school was to get more than another, and also how much more it was to get than another?—By the numbers and efficiency—not altogether by the numbers, because the smaller school must be specially considered.

12270. We distinguish between the two classes of schools; take, first, the schools that we may call the ordinary schools of the country, and then take the smaller ones; you are aware that in our system of primary education, the system of the National Education Board, there is such a distinction—the small schools are paid upon a system of capitation when below a certain number. But take the ordinary Intermediate schools; the basis of distribution would be a capitation grant, the school being up to a certain level ascertained by inspection, and, I suppose, by examination?—Yes, I think I would make three grades—first, second, and third.

12271. What would constitute the difference in the grades?—Efficiency, and number of classes.

12272. These grades would result in a difference of rate of payment; there would be a higher capitation rate and a lower capitation rate, and a middle capitation rate?—I would not allow any school to be ranked as first grade that had not a Senior Grade, and I would not allow any school to be ranked as second grade except it had a Middle Grade.

12273. The school should be fully organised, and also come up to a prescribed level of efficiency?—Yes.

12274. Then you would pay on a rate of capitation grant, the rate of capitation being arrived at in some manner to be settled afterwards?—Yes.

12275. That is for the ordinary schools. Now for the small schools. You propose they should be paid by a higher rate upon a system of grants?—They should get special grants.

12276. Something might be done, perhaps, by advancing loans to them, repayable on easy terms?—That would be more for buildings. It would help, of course, especially the struggling schools.

12277. There would be a difficulty about drawing on our capital, but a system of granting loans might be so arranged as to form a sound investment for part of our capital?—I think that is a capital idea; it would suit the class of schools that would exist in a locality of such a character that schools would be bound to get to a high grade after a time.

12278. It would be a test of the sincerity of the people interested if they took the money, not as a grant, but as a loan: it could be made repayable on easy terms?—Yes.

12279. I understand your system as an ideal system; now let us come to the question of the transition. How would you work up to your ideal system from what we have at present?—Well, even with the present system (I will go this length as the system stands, without any powers at all from Parliament), I think the Board ought to—and ought to have—

perhaps I had better leave that out, and simply say that they ought in the future to insist upon a certain size for a school, upon certain furniture, upon certain sanitary arrangements—certain things that can be certified by an architect, for instance. That is number one.

12280. Without going into the question of whether that can be done under the present powers of the Board, you think that what you have now mentioned ought to be done?—That ought to be done.

12281. In addition to that, taking the more purely educational side of the case, what else would you suggest?—Inspection. As I have already observed, I have only one objection to inspection as a condition precedent to the granting of exhibitions and results fees, and that is that it would interfere with the struggling schools, and to oral examination, should the marks be taken into account for awards, and that is that it would lead to suspicion.

12282. Remember there are two things—at least these two, and there may be others—you can either establish certain conditions as conditions precedent, without which no grant at all can be made, or you can have a system of grants varying with the results of the inspection or examination on which the grant to the school would depend?—Taking inspection as a condition precedent, I suppose that would cover also the methods of teaching, and perhaps the examination of classes in certain subjects.

12283. Remember, so far as we have yet gone in this particular matter, we are taking, not the pupil, but the school, as the unit?—Are you dealing with it as it exists under the present system?

12284. I take it that you are explaining what can be done under the present system. The inspector would go to the school and report, not on the pupils individually, but on the school as a whole?—That seems to me to be fair, except in the case of the small schools. There are schools at present in the country which would be quite unable to pass an inspector, and I think you ought to devise some means of qualifying them to meet the requirements of inspection before you insist upon inspection.

12285. I am not expressing any view upon the matter; all I am seeking to get at is your view?—My view is that at present you cannot provide the funds, and therefore I cannot go further than what I have said.

12286. Suppose we had got unlimited powers?—Well that is another scheme; I think it would be better if we kept to the present scheme first. I say I would not have inspection at first, because you would destroy a number of small schools in the country if you imposed that condition upon them.

12287. Why do you propose it, then?—I propose it to put it aside, and *a fortiori* I would put aside the system of oral examination.

12288. I understood you to propose it in the sense of recommending it as a thing to be done?—I am not recommending it as a thing to be done under the present system, because it cannot be done, and though I am altogether against the present system.

12289. Your idea is that the present system, as a system, is incapable of being amended?—It cannot be amended; the only thing is that you can insist upon buildings of a certain character.

12290. And you would rather leave it as it is than subject it to a process of tinkering?—I would.

12291. Rev. Dr. SALMON.—I think you did not quite understand what inspection means when you said that you objected to making inspection a condition precedent. Inspection means only that we should know what the state of the school was; it does not mean (of course that is a separate question) what we should do if after inspection we found a school did not possess the qualifications required?—I understand thoroughly, and what I say is this, that the first class of inspection ought to be required for every school, no matter what it is; there must be a certain size of building for a certain number of boys, certain arrangements, a certain minimum, at least, of physical apparatus, if anything in the way of chemistry or physical science is going on. I say, if these things are not there, let the school go down; but I object to going any further than that. And the reason that I object to the further inspection is this, that it will destroy the small schools, which cannot do better than they are doing unless you enable them to do better. Now, according to the present system, you cannot enable them to do any better; therefore I say nothing can be done in that direction under the present system.

12292. You do not seem to apprehend what inspection means with regard to those very things; inspection only means whether we should have the means of information on those points. What we shall do when we get that information is another question. Would you call it inspection if you got information as to a certain size of school?—According to your definition I think you would, but I would not. Suppose you got the headmaster to certify a school as of a certain size, would you call that inspection? Suppose you got an architect to go down, if you got information of that kind, it would all be inspection according to your definition.

12293. What we call inspection is that we should be able to send a person down to the place who would tell us what the things are?—For the sake of distinction I am taking three kinds of inspection—first, inspection of the school buildings, sanitary arrangements, and so on; secondly, inspection of methods of teaching; thirdly, inspection with oral examination. I say, under the present system, you can only have the first; I say if you had the second you would destroy a number of small schools who are, at all events, doing some good work; and I object to the third because it is uneven, and would expose the Board to the charge of partiality.

12294. Most Rev. Dr. WALSH.—Coming back to the point we have passed away from, you think we should proceed gradually from the present to the ideal system. I want to know your view as to how that transition could be made?—The first thing would be to obtain powers from Parliament.

12295. Supposing we had obtained those powers?—I could not tell you the exact number of years.

12296. Supposing we had those powers, would you propose to introduce inspection along with the examination, or to drop the examination as the inspection was introduced?—I think that would be the way, inspection working out exclusively written examination.

12297. The reason I put the question is this. A great many people have been advocating a system of inspection combined with the present system of examination. That seems to me to be open to the objection that it would put schools under a second possibly irksome restriction instead of only one as at present?—I think so.

12298. You think that, according as we work the inspection in, we should work the examination out?—Yes.

12299. You do not at all object to examination as a test of the work of the school?—Not at all; I think oral examination is very necessary in the case of certain subjects, such as physics and chemistry, the pronunciation of French, and still more the pronunciation of English.

12300. And every schoolmaster has examinations in his school?—Yes.

12301. But what you object to is the competitive examination between schools all over the country?—Exactly—and that oral examination should be taken into account under the present system.

12302. Supposing we have got gradually worked up to your new system, the money then would be given to the ordinary schools on the basis of a capitation system, the rate of capitation, as I understand it, varying with the organisation of the school and the efficiency of the school?—Yes; especially the educational efficiency.

12303. Have you turned your attention at all to the expenditure—to the question of how that money given to the schools should be expended?—Chiefly on providing an efficient staff.

12304. I find in the Regulations of the Science and Art Department (I do not know whether the regu-

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lation is strictly carried out or not; that is another question) that the money granted by the Department to the schools should be expended in any way the Department should require?—That would be a desirable power for your Board to have.

12305. It would secure the judicious expenditure of the money; we might require that a certain number of efficient teachers should be employed, and that those teachers should be paid a sufficient salary?—Yes.

12306. You are aware, from the interest you take in the working of the schools of the National Education Board, that such an arrangement was actually made by that Board, in the case of a certain class of schools—the Convent National Schools which are paid by capitation—within the last two or three years?—Yes.

12307. You see no objection to that?—Not the slightest.

12308. I had a large part myself in getting it made, because I found it, at all events, freely stated that in some cases teachers employed in schools of that class were underpaid. It seemed advisable to guard against that by having a definite rule, so the rule was made, and, as far as you know, in your extensive diocese, it has not led to any friction at all, has it?—Not a bit.

12309. And you think a corresponding change should be made in the Intermediate system?—I do.

12310. Now with regard to State interference. At present there is a large amount of State interference, is there not, with Intermediate schools—that is, taking the Intermediate Board as representing the State authority?—There is some; I would not call it a large amount.

12311. We fix the programme, and we also regulate the way in which the work is to be done, because, as long as we go on holding written examinations, and exclusively written examinations, those subjects that cannot be tested by written examinations are bound to go to the wall. That is the form of interference we have at present; do you think that is a very useful form of State interference with the work of a school—to have the school tied, hand and foot, by a programme imposed by an external body—a common programme for all the schools of the country?—It is not a good system at all.

12312. There is another kind of State interference directed to secure the efficiency of the teaching staff of the school; you do not think that objectionable?—On the contrary.

12313. And that is just the kind of State interference we have not got at present, is it not?—We require it very badly.

12314. Supposing it went the length of having registration of teachers, and that no one should be allowed to teach in a school receiving grants of public money unless the teacher was registered as a duly qualified, efficient teacher, would you see any objection to that?—No, if the schools were allowed a little time.

12315. You do not think it would lead to the downfall of religion in this country, or anything of that sort?—No, not at all.

12316. One question more. I notice here, in the beginning of your printed paper, that Father Cullen, who signs your evidence with you, is described as Rector of St. Mary's, Carlow. As outsiders might think from this that the position thus indicated was an ecclesiastical position, it might be well if you explained what his position in fact is?—That means that he is in charge of the lay department. Carlow College is divided into two departments, and Father Cullen is the president of the lay department.

12317. But he is as much in an educational position as any of the others?—Yes.

12318. Just a last point. You have made a number of recommendations here, all based on the supposition that we get extended powers?—Yes.

12319. You evidently have not the extraordinary idea which seemed, at least before this Commission began its work, to have been somewhat widespread, that, under the present Act—as it is described in its title as an Act "to promote Intermediate Education in Ireland"—we, Commissioners of Intermediate Education under that Act, could do everything that we considered calculated to promote that object?—On the contrary, I know that you are tied very much.

12320. Some people think we can do anything we like, and blame us for not having carried out these reforms. I take it you do not?—I do not at all.

12321. Rev. Dr. SALMON.—One question with regard to the suggestion (which has a great attraction for me, and also for you, I suppose) that we should help the struggling schools by a loan?—Yes.

12322. Can you see any way by which this objection can be met—that a loan, as a method of investment, could be given with great advantage to rich schools, but if a school was utterly struggling, and required the annual grant for really keeping up its system—is that a school that you could safely lend money to with the hope of getting it repaid?—It would depend upon whether the security would be forthcoming or not.

12323. I have very great doubt about that?—Then the Commissioners should not advance the money. What I say is, that if solvent security is offered in the neighbourhood, what objection could you have? If no such security is offered, then you do not lend the money.

12324. I grant that it would do a certain amount of good, but as to expecting that it would do the particular good of helping struggling schools that wanted help if you limited it to a loan, I greatly fear it would not have that effect?—But I would not limit it to a loan.

12325. Most Rev. Dr. WALSH.—You fall in with my suggestion: the giving of loans would be a way of extending the help we could give; whereas we could not expend our capital, we might invest a certain amount of it in loans?—Yes.

12326. CHAIRMAN.—You think we ought to encourage small schools in places where there were no other schools?—Provided the population was up to a certain mark.

12327. Provided there was a sufficient number of students?—Yes.

12328. I want to know your idea of what would be the minimum number of students attending such a school?—I think from twenty to twenty-five.

12329. Because I observe that results fees are obtained by some schools that have, I think, as few students as thirteen?—Yes; ten, of course, is all your rules require.

12330. I know; but when we are asked to give special encouragement to a particular class of schools, I wanted to know as clearly as I could the class you had in your mind. You say about twenty-five students?—About twenty-five.

The witness withdrew.

Rev. Brother J. D. BURKE, Superior, Christian Brothers' Schools, Cork, examined.

Rev. Brother J. D. Burke.

12331. CHAIRMAN.—I think you are Principal of the Christian Brothers' School in Cork?—I am, my lord.

12332. I do not think you sent in a written statement in answer to our questions?—No. I was requested to give you some information on the state of physical and chemical science in our schools antecedently to the introduction of the Intermediate system.

12333. I think it would be more convenient now if you would tell us your views in your own words instead of my asking questions. The statement that I have been furnished with is hardly sufficient to enable me to ask you questions?—I have a paper prepared, my lord, which I do not intend reading, but which I will hand in. It may be useful. The sub-

stance of that I can give you, and I can reply to any other questions which your lordship may ask. (*Paper handed in.*)

12334. Proceed, if you please?—Perhaps, before I give you any evidence, it may be well that your lordship, his Grace, and the other members of the Commission may have some idea of our establishment in Cork. This is a souvenir (*handing in picture*) which we got up twelve months ago, and I thought it would convey to you some idea of our schools. The schools are at the foot of the picture, and you will see to the left a manual instruction school and laboratory combined—a building that we are just getting up. It will be as a memorial to Gerald Griffin, and it will cost, when complete with all its fittings for manual instruction, chemical laboratory, and engine-room, about £2,000. Then we have a large science hall, which you will see on the principal building with a large glass dome. That gives you an idea of our principal establishment in the city; then we have two branch establishments, Sullivan's-quay and Blarney-street, besides. His Grace, I know, is very much interested in manual instruction, and this picture gives the school as it will be.

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12335. The manual instruction school?—Yes. Then this is our playground, with the Intermediate boys undergoing drill (*handing in photographs*). They are under the special charge of a drill master. This is a museum that we have got up through all the schools—an industrial museum, showing the progress of articles from the raw material to the finished stage (*handing in another photograph*). This museum runs through twelve or thirteen rooms. This photo is the interior of our science hall, giving different views of it. These photos show the cases of instruments. I thought that it might interest you to see just what we are doing.

12336. I think now, before you begin your statement, that as we have just come to the time of our usual adjournment, we may as well adjourn till a quarter after two?—Very well, my lord.

[*For continuation of the evidence of this witness, see p.* 645 *post.*]

Adjourned for a short time.

ROBERT ATKINSON, LL.D., Professor of Sanscrit and of Romance Languages in the University of Dublin, examined.

12337. You are, I think, Professor of Sanscrit and Philology in Dublin University?—Yes, my lord.

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12338. We would be glad to have the benefit of your opinion upon the question of teaching modern Irish in our Intermediate schools?—Well, I had not, of course, time to prepare any specific statement about the matter, but I have jotted down some notes.

12339. I believe it was only this morning that you were aware you were to be examined?—Yes. Before coming here I jotted down a few items that I thought I might expound, which would practically convey what I have to say about the matter. First, I think I ought to say that I have for the study of Irish a very deep sympathy. I say that on my own behalf, because I think it has been held that partly my action was stimulated by a dislike to the language. I have spent a large portion of my life over it, and I have, as I say, a deep sympathy for it, but it is from its philological and archæological side; and as I think that, in reference to children, it is not a useful subject to instruct them in, I thought that I was bound to make that statement in public under my own words. In the first place, I have to say that in looking at the examination papers for any year, and comparing (as I have the first one here in the Preparatory Grade, 1896) the Greek with the so-called Celtic (by Celtic I mean of course Irish, and there can be no difficulty on that score), I could not but feel that the one—the Greek paper—represents a very serious study,—attention paid to the thing for a long time and by competent teachers in matter that was not capable of being disputed. In the Irish, on the other hand, I found what I could scarcely regard as a very definite body of knowledge at all—a few sentences of easy words, and the grammar of such a nature that I could not regard it as containing in itself almost any element of training. The difficulties in the one are simply out of all proportion to those in the other, and the time that would have to be spent in preparing from the beginning that Greek paper, I should think, could scarcely be calculated at less than fifty times the time that would be necessary to prepare a fair answer in that Celtic paper. But I do not wish to take up your time with detailed criticisms of these questions, with many of which I could certainly find fault, not because they are wrongly put, but because the children who would have to answer them would be necessarily under extreme difficulties, partly from variations in the text and partly from the obscure nature of the constructions. It would depend, I think, to a certain extent upon the individuality of the teacher, and the explanation he would give of certain things, and possibly there might be a good deal of contest, in the judgment even of experts, as to which was the right explanation; but it is not a matter for children to handle, nor for young people even. One of my reasons for adverting to that is because I do not regard this language as in a settled state. There are numerous *patois*, but there is no standard of speech absolutely accepted by everybody. There may be made an arbitrary standard, of the fifteenth, the sixteenth, or the seventeenth century—what you please—and it has been attempted to make an arbitrary standard by assuming some written form—some written form that has attained the dignity of print—and following that. But there is no general concurrence of opinion as to what should be the proper form, and the result is that even in this first poem which is mentioned here—the Lay of Oisín—I find serious differences in the form of the words in two editions, the one given by the examiner here in this paper, and the other given by the examiner in his own text. I do not blame him, my lord, at all, but the facts are that in these variations the child's mind must be confused. In the case of Greek or Latin, or French, you have a perfectly definite spelling, definite declensions, definite forms, a definite syntax, and so on. But in this Irish matter that is given, it is not definite in its nature. The spelling varies. Now, the spelling is an extremely difficult thing in Irish. The graphic system—the method by which they write it—is very subtle and very excellent, I should say, and I have no sympathy whatever with the modern attempts to change it or to modify it in any way. But it needs a study of phonetics to comprehend exactly what is that method of graphic writing, and as yet the editors and examiners—teachers, broadly—have not attained to a knowledge of what precisely the scope and aim of that method is. Therefore, they cannot be in agreement upon it; and were it even so, they themselves would have the further difficulty that one *patois* differs from another. You cannot bring together the North and the South on terms of equality; their forms vary slightly. Now, that variation is not sufficiently great to make it impossible for educated people to comprehend each other, because they can allow for the play of variation; but a child cannot. If, therefore, a child from the West, or from the South, were to hear a child from the North speak, they would have some difficulty in understanding each other, but there would still be more difficulty in either of them understanding a printed text written in language, let us say, of the seventeenth century, and perhaps not in his dialect. It must be to a child (I am speaking of boys and girls of 14 or 15) a circumstance of the utmost confusion to find this variation of spelling—a variation

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in spelling which your lordship can see in a moment on comparing one of these copies with another. It will be seen at once what a different spelling there is. But I do not want to dwell upon that. The sounds are different in the different dialects, and that also would make a difference, and therefore, of course, in reading, some children would have a difficulty, because possibly it would not be in their dialect, or would not be written by a man who spoke their dialect; it would confuse them, and the explanation would probably be misunderstood. Again, it is a very serious thing to understand precisely what these subtle marks are, of aspiration and ellipsis so-called. Now, the explanation of these two phenomena is perfectly clear to scholars, as plain as anything can be made; but it is very difficult to make them clear to children, and I doubt very much whether, unless there was a considerable knowledge of philology beforehand, it could be explained, even with the best knowledge and with the best will on the part of the teacher, to children of 15. Therefore, asking questions as to what these aspirations and ellipses mean, seems to be of dubious gain, even supposing that the child knew by heart what the answer was. But the difficulty is that there is no agreement in it. Now, in the case of Welsh and Scotch they have a Bible which has been very carefully elaborated through some generations, and you see it now with a fairly definite method of spelling; so that the child, whether he be a Welsh child or a Scotch child, has already a sort of definite rule which he will follow in that, and it is fairly well followed. The Irish, unfortunately, are not in that condition, and perhaps you will understand it better when I say that some years ago (in 1858) a Munster Testament was printed—a Testament was printed in the Munster dialect, because the man preaching in that dialect felt that the other Testament was not sufficiently intelligible to his people. You have the New Testament printed entirely in that dialect, and for that reason.

12340. May I ask what the other Testament was?—The other Testament is the Old Testament that was done by O'Donnell, which has been modified slightly in separate editions. But there was an edition published of the Pentateuch, by Archbishop M'Hale, which, undoubtedly, was good Irish in the sense that it was the Irish he spoke. But the print—the correction of the press—is a thing to be astonished at. The dots are wrong all over the page; it would need thirty or forty alterations, I suppose, on every page before anything like uniformity could be produced in this text. If a child, therefore, was desirous of getting an exact idea of what the forms are of the language, he could not do it. He is shut out from that, whatever book he takes, for whatever book he takes, if there is another edition of it, he is pretty certain to find a different spelling. Then the old inflections are very subtle, and as they are partially spoiled now because the people have forgotten what the beautiful forms of the old Irish were, they have been modified *ad libitum* by sciolists who had theories to enforce, and who had not the knowledge to understand the ancient forms. The consequence is that when I look now at one of these new texts, I am absolutely petrified at the variety, and cannot understand how any child can learn under it at all. And what are these texts? Old texts, written in the old language, in the dialect no doubt understood by those who wrote them, but which have been reduced to a sort of regularity by a most arbitrary principle which resembles only that story of the old robber who had a bed. I need not dwell upon it. If the forms of a verse are too short, they are made longer by putting in a syllable or a word; if they are too long, they are made short by cutting it out. Not only so, but these old forms, not being understood by the later transcribers, have been altered by them into language which they did understand, and I have given in the preface of the Book of Leinster, which I had the honour of editing for the Academy, an example of what the modern forms are when they are taken out of the ancient forms by persons who do not understand the ancient. Now, apart from these marks of aspiration and ellipsis—and really there is no agreement upon them even yet—I cannot go into the technical details here, my lord; it would not suit; but I say it with knowledge of what I am saying that there is not any agreement of any definite kind as to where aspiration is to appear and where it is not; apart from this, the confusion is seen still more definitely in the inflections—the inflection of the nouns and the conjugation of the verbs. That, in the old language, is very complex, but very beautifully regular, with a subtlety that I can only admire the more I know it. But that was forgotten, and the result of it is that these forms have been modified by persons who—perhaps no blame to them—did not understand them. They put it into something that was to them intelligible. The inflections in old Irish are quite distinct, and you see exactly why the thing is spelt so, and why the aspirate is so and the ellipsis is so. But when you come to the modern grammars, that is all gone. With the exception of a few nouns, you cannot tell definitely what the plural form ought to be, you cannot tell what the inflections should be under all circumstances of the adjectives in conjunction with a noun; so that as a matter of fact, even in the inflectional forms, the child cannot gain any training, because he cannot be certain that the form is the right one. Certainly he would not get it from those texts, because there they are in many cases given at random. The conjugation of the verbs is yet worse. If you take O'Donovan's Grammar, or the little condensation by Dr. Joyce, which is very good in its way, but very bad in its ultimate result, because it was taken from a grammar which was not itself adequate to the needs of the case—Dr. O'Donovan's Grammar was made partly from those older manuscripts of the seventeenth century and partly from his own speculations as to what euphony meant. Alterations have been made in order to harmonise with what they call a law of euphony, but in the older languages it was not euphony, it was inflection that conditioned the form, and it was not because a thing sounded better that a "g" was added to it, but because, according to the laws of vowel or consonant change that "g" had to receive such and such a change. Therefore I say that O'Donovan's Grammar is no satisfactory guide, and that questions could be asked upon it in many cases to which I could give no answer at all, either yes or no. The smaller grammar is yet more inadequate; children cannot tell, if they wish to write a composition, what is the plural of certain nouns—what is the form for them. Therefore, how their composition into Irish is to be tested I feel a difficulty in understanding, save by the arbitrary method—the *ipse dixit*, in fact, of the examiner himself. Now into the difficulties of the syntax I do not want to enter. Those difficulties, I think, his Grace referred to on one occasion, of the verb "to be," are indeed very serious, and I had occasion to see that in editing Keating (Three Shafts); but I never thought that children of 14 or 15 would be submitted to the task of solving these difficulties. They are difficulties for a metaphysician, but not for a child, to solve. Of course the case would be very different if we were dealing with children all of whom spoke from their childhood's days the Irish language vernacularly, because then they would know what the thing was and they could explain it. But it would be exceedingly difficult—I know I should not undertake to make the attempt—to teach a child of 14 who had not a very elaborate training in Greek and Latin beforehand, and some knowledge of logic too, the complex forms of these Irish verbs. Then when we come to idioms I see a number of questions set down here about them. Now, idioms are, of course, a bottomless abyss to be examined in—you have thousands of them; but what sort of test is it of a child's knowledge that he happens to know or not to know six special idioms?—It is not a clue. Of course if they are very common idioms, then it would

be shown that he had not a knowledge of the vernacular because he did not know them, but if the boy has to learn the language by study, then he ought not to know these idioms, which could have no place organically in his knowledge; they must be plastered on. He could not learn them by the light of his intellect, and the result is that they must be communicated by somebody; he must get thousands of them by heart in order to stand the chance of answering four or five questions on a matter of mere memory, and not in any way of cultivation of the intellect, which is desirable in education as such. Not only is the language, as I say, so unsettled that it is impossible for the child to get real educational training out of it, such as he can get from almost any other language I know, but there is extremely little literature that he can get to read. If a boy learns his French, or learns his Latin, he has the whole world before him in choice of what to read. But I have been surprised in seeing even now, after so many years during which the beauties of Irish literature have been talked of, how little has been done that really could be usefully or properly brought before children. Those stories, my lord, are not all fit for children. There is a story mentioned here—"Toruigheacht Dhiarmuda agus Ghráinne," it is put in there, and they are examined in portions of it. Well, passages are selected, but I assure you the book itself is not fit for children, and I can only say I would allow no daughter of mine of any age to see it. Another of the books—"The Lay of Oisín in the Land of the Young"—that, also, is not suitable for children, but not from that point of view. Of course, as folk lore, in which these things appear always in all languages, it has its value, and Irish has a specific value in this—that, if I may say so, it is nearer to the sod. It has scarcely been touched by the movements of the great literatures; it is the untrained popular feeling. Therefore, it is almost intolerably low in tone—I do not mean naughty, but low; and every now and then, when the circumstance occasions it, it goes down lower than low. I cannot, and would not here, bring forth what occurs in some of these books that are quite capable of being got hold of by children if they choose to look a little further afield and see what there is to read. If any of the members of the Commission will honour me by coming to my rooms, at any time, there I can show to them in private what I would not dare to say now. It is not from any desire to say anything in disparagement of others that I say this, but from my strong feeling that children should not be submitted to the chances of this—Now I feel very strongly about it in taking the books that are put down in these examination papers. If I read the books in the Greek, the Latin, or the French course, in almost every one of them there is something with an ideal ring about it—something that I can read with positive pleasure—something that has what the child might take with him as a *ktema es aei*—a perpetual treasure; but if I read these Irish books, I see nothing ideal in them, and my astonishment is that through the whole range of Irish literature that I have read (and I have read an enormous range of it), the smallness of the element of idealism is most noticeable; and children, my lord, I contend, cannot live without ideals, and should not be brought up without them. And as there is very little idealism there is very little imagination. I owe a deep debt to Matthew Arnold, which, please God, I shall pay some day in writing, for what he has said about that subject of imagination. The Irish tales, as a rule, are devoid of it fundamentally. They have some beautiful thoughts, yes; and they repeat them, but in a very mechanical way—it is not with the real play of imagination—and no child, and hardly anyone, child or man either, would find himself stirred by what he finds in these tales of pure imagination, as he will find in the Arabian Tales, or in the fairy tales of some other nations. They have been transformed, much as Ossian was transformed—I mean the Scottish Ossian. If the original texts of Ossian had been printed in those days, very little result would have followed, but it is when they have been modified by those cultivated in European literature that they have such a wonderful effect. Then those Welsh tales, the Mabinogion, when they have been clarified in coming through our Poet Laureate, you can read them with pleasure, but if you read them in their native form they are not the same—they have not the same power and the same joy. But these Irish books stand in a very different category to those Welsh tales. And what of modern literature, my lord? I find their books (I am not attaching any blame to anyone for this) written in an *omnium gatherum* of forms—not Munster, not Connaught; and, in truth, the poetry that would be poetry to a Munster man is not felt by the Connaught man, and *vice versa*. And, let me say, that is not a difficulty that has been pointed out by me for the first time, for when studying in the Franciscan Monastery the *Liber Hymnorum*, I saw there a note of one of the provincials or chiefs of the Franciscan Order, written upwards of 200 years ago, containing a request sent to Rome that there should be two provincials instead of one. And for what reason? "Because," said he, "the people in the South mock the people in the North for their different language or *patois*." Therefore, the difficulty is one that has been felt always. That might, I believe, be got over if there was any consensus of opinion to adopt one set of forms, but as yet that has not been obtained. Now, my lord, I do not want to detain the Commission, because I have said, I think, sufficiently what I had thought on those three grounds—the vagueness and the unsettled state of the language, the small amount of available literature which children can or should read, and also the fact that the bulk of the literature is in a form which could scarcely be brought within their notice. I think that, although it should be preserved and studied carefully, and although I have great sympathy for it in the older stages, yet for the young it is eminently unqualified, and if I had any advice to give to parents throughout Ireland I would say—"Never let your children be brought into contact with this—not from the money point of view, not because it does not happen to be merchandise, not because it does not happen to be spoken all over the world, but because it is not fitted to give them that which promises the real development of education."

12341. Mr. Justice MADDEN.—I should like to develop and understand more fully some of your views. I understand you object entirely to the inclusion of Irish, even as an optional subject, in our Intermediate system?—Yes.

12342. Upon the ground that, in your opinion, it has not a sufficient educational value to justify us in retaining it?—Yes.

12343. But you would agree, of course, that if the study of Irish has educational value, it would be strange if it were omitted from an Irish system of Intermediate education?—If so, I should yet hold that there were objections from the ethical side.

12344. I will endeavour to elicit your views separately upon the ethical side of the question, but laying that question aside for the moment, and taking Irish as a language, if it has educational value it would be a strange thing, certainly, if it were not included in an Irish Intermediate system of education. Perhaps you do not agree?—My lord, I have said so definitely that I do not think it should be put in, that I do not wish to even entertain the other proposition of an "if."

12345. Very well. I understand now that you have no suggestion to offer in answer to my inquiry, laying apart altogether ethical considerations. Do not understand me as undervaluing them if they are well-founded; but apart altogether from those considerations, you do not wish to enter upon a discussion of this question?—No, not in that form in which you have put it, because I think the prior consideration rules it—that I do not think it a proper thing that children

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of 14 or 15 should spend their time in learning Irish, from the point of view that I have stated.

12346. I understand you do not discuss that question—the question of whether a language that I assume, for the purposes of the question, to have educational value, and which happens to be the Irish language, ought or ought not to be excluded from the Irish system of Intermediate education. Now, with reference to the question of its educational value, we had evidence, which I dare say you had an opportunity of studying through the means of the Press, from a number of learned witnesses, adduced here by Dr. Hyde, whose names I will give you. They are Mr. Alfred Nutt, Professor Stein, of Berlin, Dr. Ernst Windisch, of Leipsic, Professor Zimmer, of Prussia, Dr. Kuno Meyer, of Liverpool, Professor Rhys, of Jesus College, Oxford, and Professor Dottin. Are you aware that these authorities were all of opinion, rightly or wrongly, that the study of Irish is of educational value?—No, my lord, I am not aware of that—not even yet; because I know these men, and I know that it is their opinion, as it is my opinion, that it is a very useful thing for studying, but with regard to educational advantages, as I am talking of them now, for children, I am not aware that their judgment has been expressed to that effect, or that if it had, I would pay the slightest attention to the testimony of foreigners in respect to this matter of Irish children's education.

12347. Those are two distinct questions—first, whether their opinion has been expressed, and, secondly, whether their opinion is of any value. Am I to understand that you consider their opinion to be of no value?—No, my lord. I want the question put a little more precisely, and I will give my answer to you. As I understand the paper, it was stated that there were educational advantages.

12348. I think it is better to come to the letters themselves. The letters were not all published, but those which are published give, according to my recollection, a substantially accurate idea of the nature of the others. This is a very fair specimen of the letters given *in extenso* in the daily papers of the 15th February. Dr. Kuno Meyer, of Liverpool, writes: "If Professor Mahaffy" (that is referring to the evidence of Professor Mahaffy, which you, no doubt, saw in the newspapers), "instead of taking the opinion of two such men, had applied to his friend, Whitley Stokes ——" You recognise him as an authority, I am sure!—I recognise all the names. We know each other.

12349. "Or to any of the Irish scholars whose learning and judgment are above question, he would have heard, I am sure, that Irish literature is a marvellous manifestation of the human spirit, and in its form and genius in prose and in poetry is a true and unique literature. As for the value of the Irish language and literature in a programme of Intermediate education in Ireland"—and the professor goes on to give several reasons for retaining it, one of which has special reference to my question: "The Irish language, well taught, I regard as a first-rate means of mental training." Do you agree in that?—I totally object to that opinion.

12350. You disagree with it?—I disagree with it from every point of view.

12351. I assure you I am not setting up any opinion as against yours. I am only bringing out the fact that you differ in opinion from the Irish scholars whose names I have mentioned, and of whose evidence this is a fair specimen?—With that particular gentleman whose evidence I now hear for the first time I beg to differ profoundly. As to whether the other gentlemen are to be taken as accepting his statements or not, I do not know. I can only answer them definitely when they are put definitely to me. If the opinions of the others were given me *seriatim*, and they coincided with the one you have just read, then I should give the same reply in regard to them.

12352. I will read another. Professor Rhys, of Jesus College, Oxford, writes: "I am very sorry to learn from Dr. Douglas Hyde that some educationalists, who know nothing about the Irish language and its literature, are trying to persuade your Commission to exclude both from Irish education. It would be a great pity that such subjects should be interdicted in Ireland itself, and thrown more than ever into the hands of the Germans. Irish is a highly-intellectual idiom, with an eminently logical syntax." Does this gentleman know Irish?—I have no doubt that, in a way, he does.

12353. Is he professor of Welsh?—He is professor of Welsh, and he knows Irish; and I concur with him in the last clause.

12354. I may tell you I am examining, as a matter of evidence, into a subject upon which I am quite as ignorant as Professor Mahaffy. I would not compete with him in any other respect, but in ignorance of the Irish language I can stand on the same platform as Professor Mahaffy, and from that standpoint I am inquiring into the facts: "Irish is a highly intellectual idiom, with an eminently logical syntax"?—Up to that point I thoroughly agree with him, and would have written the same myself. I have no objection whatever to that.

12355. "Which is likely to be heard of a good deal in the future"—(Well, there is some fulfilment of that prophecy this afternoon)—"in connection with the questions which the early ethnology of the British Isles has to dispose of. It has a large literature"?—Yes.

12356. "In which the foundations of a good deal that was developed into the romances of the Middle Ages are beginning to be recognised"?—I do not doubt it a bit. I agree quite, so far.

12357. Then there seems to be an element of romance in this sod-begotten literature?—That is an explanation which I would not acknowledge. I am speaking of it now only from the point of view of the educational advantage of the thing, and I have said myself that I have the strongest possible estimation for the language itself and its literature, because it was nearly autochthonous,—in the study of the origins of mankind; in the study of archæology I think it is of prime importance; but I am speaking here exclusively, and I have directed myself to that topic exclusively, of its educational advantages in reference to children.

12358. I am endeavouring to keep these two things separate—educational advantages, and the existence of a literature. I will deal with them separately. There is another gentleman, M. George Dottin?—I know him.

12359. Well, he says (I will not read the whole)—"From this point of view"—that is, the literary point of view—"Irish literature is almost as considerable as French literature, possessing the same qualities and the same defects—qualities of imagination and picturesqueness, defects of composition and expression." There seems to be a difference of opinion, *de gustibus non est*—— ?—Just so.

12360. I will not pursue this subject further, but, at all events, you recognise that on the question of the suitability of Irish for educational purposes, as well as upon the, perhaps, more interesting question of literature, there is a diversity of opinion?—I would not admit that he speaks of the educational advantages of the thing at all; he says precisely what I would say—that the study of Irish is a valuable thing towards which I have urged many men. I have said, and I say so still, that there is immense value in the study of the old Irish language, but that value is a value for scholars and not for children.

12361. The sentence I read deals undoubtedly with the literature. But, now, with reference to the other point; "You ask my opinion as to the utility and interest of teaching the Irish language in Ireland. I confess to you that I am absolutely astonished that anyone can contest the utility of it." That seems

rather to point to its educational value?—Yes; for grown-up people I do not object.

12362. But he was asked about schoolboys?—He does not say so there.

12363. He would understand that Intermediate education is not applied to grown-up people?—Do we always understand what the relations of French people are? and is a Frenchman any more likely to understand the relations of the Irish people?

12364. But would not a Frenchman understand what Intermediate education meant?—If Intermediate education means education given to boys of 20, of course my argument would not be put in that form.

12365. This may be all true with reference to its utility to grown-up people, but you refuse to accept it with regard to boys?—Quite so.

12366. My reason for asking these questions is really the great interest of the subject, and in developing your views do not understand me as contesting them?—I am obliged to you for giving me the opportunity of making precise what I do feel, so that I may not be blamed for expressing what I do not feel.

12367. Now, you told us in a very interesting manner, of the large number of different dialects—*patois* they might be fairly called—that exist in Ireland. Is there no such thing as a contemporary literary Irish?—No, there is variation of all kinds.

12368. You know of course, what the position of England is in that respect, and that there is what you might call *patois* spoken in Somerset and Dorset. In Dorsetshire there are Barnes's poems—I dare say you know them; and then there is a different dialect in Yorkshire; and yet there is such a thing as literary English?—Yes.

12369. Is there no such thing as contemporary literary Irish?—I am very glad you have asked me that.

12370. The question seems to me an important one?—The point of the thing is that, if there had been a *patois* written phonetically properly by anybody competent, I should have welcomed it most heartily. I myself have transcribed hundreds of pages in Munster *patois* for the purpose of ultimately publishing them, but unfortunately these *patois* are often mixed indiscriminately. I know of no book in which there is a good edition accurately given, of any *patois*. And of literary form, generally, there is nothing accepted precisely by everybody as a standard. Perhaps the nearest would be the standard I myself made in Keating's "Three Shafts of Death," which I published, and I think it is extremely likely that there has been an attempt to follow that edition, which I brought out according to my best judgment.

12371. Amidst all the confusion of these different *patois*, is there not being evolved what I may call a contemporary Irish for literary purposes?—Well, if it is being evolved, it is evolved to this extent—that it is making confusion more confounded, because now you have got an extra edition, and if somebody else printed the thing again, it would be different. There is not a single book that comes out but I have to say, "What is your authority for this or that form? Who is your guide?" It is all arbitrary action in following these matters, and there is no definiteness; a new edition might follow that of the seventeenth century or it might follow my edition, but more probably some idea of their own; and in the "Gaelic Journal" are they not mixed together in absolute higgledy-piggledy, so as to make a result that not Grimm himself could get at.

12372. What was meant by Dr. Douglas Hyde and the other authorities to whom he referred when they spoke of modern Irish?—Well, God knows.

12373. Then I suppose I must leave it so?—I think so; I make that definite statement—that there is no absolute standard of correctness which can be conformed to throughout, if they were speaking of certain plurals they would not agree on them, and in the symposium they would have troubles galore. A would say "It is right," and B would say "It is wrong."

12374. There have been, in recent times, books written in "Modern Irish"—I will call it so in inverted commas. Does your ethical objection to Irish literature refer to modern Irish, or ancient Irish, or both?—Not to modern. None of the men I know now would ever write a naughty book. I thought I had made it clear that it was the older literature in which that was the case.

12375. That was what I understood you to mean, but I wanted to have it made perfectly clear. Your ethical objection refers only to the ancient literature; your objection to the modern Irish literature is linguistic rather than ethical?—Not quite that either. There is partly the difficulty of the want of a standard, but let me put this also. You mentioned Dr. Hyde. Well, he published some stories—of course there was nothing ethically wrong about them, but so low! I do not want to know about the vulgar exploits of a dirty wretch who never washed his feet, and who put that forward ostentatiously—that he never washed his feet and had an interview with the Pope, and married the Princess So-and-so.

12376. But is not that interesting?—Interesting, possibly so; but not of a kind for children to be reading. I have read these things, and know what I am talking about.

12377. Yes, I know; and that is the reason why I am asking you so many questions?—I am very glad to be questioned.

12378. Dr. Hyde has himself written books?—Yes.

12379. You would not describe, or would you describe, the language in which he writes as a *patois*?—No, it was not good enough for a *patois*. I should call it an *imbroglio*, *mélange*, an *omnium gatherum*.

12380. Would that language, whatever be its merits or defects, be understood? I suppose there is in existence a race of Irish scholars now?—Oh, we all know what he means to say; in fact, I may say in these things scholars can see what the real meaning is, and there is no difficulty; we are so accustomed to the variations in spelling that an extra one or two, perhaps, to scholars does not matter.

12381. Now, with reference to the classical or ancient Irish, Professor Mahaffy made a statement that startled me somewhat. He did not profess to give it as his own opinion, but he gave it as the opinion of some person whom he did not mention, but whom he regarded as a very high authority on the subject, that, laying aside religious books, it was impossible to find a text-book in Irish that was not either silly or indecent. Would you endorse that statement?—I do not think I am bound by Professor Mahaffy's opinion at all.

12382. Then I will put it as an abstract proposition, and leave Professor Mahaffy out of the question?—I will give you my own opinion with pleasure.

12384. I will ask you now to give your own opinion upon that point?—Then I will give you an example.

12385. Not of the latter class, I hope, but of the former—the silly?—I shall not say the name of it or anything, but there was a book published not very long ago—a large book in two volumes—in which there is an immense quantity of stories given, and there is a translation of them, too. Now, all I can say is that no human being could read through that book, containing an immense quantity of Irish matter, without feeling that he had been absolutely degraded by contact with it—filth that I will not demean myself even to mention. Instances, no doubt, are not numerous in it, but they are there; and if you will call at any time upon me in my rooms, I will show you them, and

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you can get them translated by anyone who would put it on paper. I have had to go through it because I am excerpting words out of it for our dictionary.

12386. I am quite content to take your word for the nature of the book; but if I were to state that it would be difficult, if not impossible, to find an ancient Irish text-book that was not either silly or indecent, would I be saying the thing that is, or the thing that is not?—You would not say exactly what I should say. If I were to express an opinion about it, I would say it would be difficult to find a book in which there was not some passage so silly or so indecent as to give you a shock from which you would not recover during the rest of your life.

12387. You have read Aristophanes, I suppose?—Yes; but you see Aristophanes is one of a multitude. There is only a limited number of books that you can get to read, in this literature; even in the best, the "Book of Leinster," that is not a book for children to read. I say it most advisedly; I put it in the preface to the book, and was satirised for so doing, as if I was condemning the whole book; but I have put it that there are passages which cannot bear translation. It is not that the language itself indulges in it, and I have said again and again that it is not very frequently gross and hardly ever licentious as such, but it is low down to the soil. There is an absence of any elevating ideal, and there is always the chance of coming to something that will give a modern man a shock from its crude realism, if I may say so.

12388. Could not portions of these books be set for examination?—This is what has happened in one of them: the student can get the original edition of the book, and there is the translation on the other side; and in the middle of it you get a passage with a dozen lines of asterisks, and thereby the attention of the young student is directed to that, and he wants to read the omitted passage.

12389. Books may be objectionable in either of two ways; their tendency may be immoral, or they may have been written at a time at which coarseness of expression prevailed to an extent to which, I am happy to say, it does not prevail at present. Is your opinion that the tendency of these books to which you are now referring is immoral, or is it that they contain passages of coarseness which might be cut out with a pair of scissors?—Yes, the latter is the objection. The tendency is rarely licentious, but there is the difficulty that when you print this thing you suggest to the person reading it, if it is only a fragment of the thing, "Oh, but what is said in the original edition of it?"—and he goes and gets that.

12390. Your objection to these books is that they contain passages of coarseness, and not that they have an immoral tendency?—Yes.

12391. Is not that a common element in the early literature of every country you are acquainted with?—No, it is found in some books only; but here a thing of that sort will occur even in the books the children may get hold of—just because there is such a small quantity of literature available. Are they to read that story I have mentioned there because they can get it, and will see what it is, and will attempt to explain it?

12392. Rev. Dr. SALMON.—Is it a peculiarity of the Irish folk-lore, or does it extend to other folk-lore?—All folk-lore is at the bottom abominable. You have to send your children back from India, not solely because of their health, but because the language of the people in the streets is at times so defiling in its nature that they cannot be allowed to hear it. I know what folk-lore is, and I would not allow any daughter of mine to study it. When you get the real thing, it is sometimes very different to that which is put in by the editor with a pair of scissors—the real thing which the people say, when not transformed by educational influences—though even then it can be bad enough. I know, in the folk-lore of European people, how low it is, and it is that element which I deprecate—bringing that in as a factor in education. These tales are folk-lore tales—of course they are; and it is precisely because they are folk-lore tales that I object to them. I have asked our Irish speakers "Won't you translate 'Robinson Crusoe,' or some book of that kind, and let the people have something that they can read?"—but they will not do it. If there were twenty or thirty books translated—say the story of Joseph out of the Bible, or anything that is neutral, or anything that would be likely to have any elevating influence upon the children—and I have asked them over and over again to do that—if there were those books, and if there were written a good grammar by some competent person, to make it a good study, I would say—"Go on;" but at present I am bound to say to the Irish people it is not a fitting thing now for their children to study, whatever it may in the future be made.

12393. Mr. Justice MADDEN.—These ancient books should, according to you, be read or taught, if taught at all, in an expurgated edition?—Most assuredly.

12394. You would not object, I suppose, to children being brought up upon the Arabian Nights' tales?—I do not object at all, because they cannot get the unexpurgated edition.

12395. Have you ever happened to see Sir Richard Burton's translation of the Arabian Nights?—Yes; but that is kept under lock and key, and I think some of our books should be kept under lock and key.

12396. The objection to these ancient books is, that they contain passages—as all ancient folk-lore stories do—which ought to be expurgated. I do not suppose anyone would differ from that. Now, with reference to the "silly" division, is there any truth in the suggestion?—Silly! Well, I think my best answer to that will be to ask you to read the first portion of the first volume that was published by the Archæological Society—the "Battle of Moira," the "Feast of Dun na n-gedh," and if you read that, and come to the conclusion that it is not silly, then I shall desist from any further attempt to try and persuade you otherwise.

12397. Has it been translated?—Yes; by John O'Donovan; and I think you will find there ample reason to understand that my point of view is fully justified.

12398. Rev. Dr. SALMON.—I happened to read that book once upon a time, because Dr. Todd persuaded us of the immense treasures to be found in Irish literature, and I subscribed to an Irish Archæological Society, and that book that you have mentioned was the first book they published, and we all looked at it and said, "Is this Irish literature"?—Just so.

12399. Mr. Justice MADDEN.—Perhaps it was not a fair specimen?—It is only the preface I am talking about—the first sixty pages; then it goes into the story itself, and there is a good deal there which has a rattling fine vigour about it of a certain kind, and I am not going to say that that is silly at all; but the first sixty pages I hold to be of the order silly.

12400. Do you consider it a fair specimen of the ancient Irish literature?—Well, I shall be glad if you will get me any other.

12401. I only want to have your own opinion on the matter?—In general it is, as I have said, low. Low, of course, does not necessarily mean silly. There is sometimes a considerable amount of wit in it, which I am not incapable of appreciating. But, as a general rule, I would not say that it was not permeated throughout with something that was—shall I say—silly.

12402. You recognise at once the very marked and extraordinary difference of opinion, of literary opinion, upon those subjects. Upon that particular point at issue, between yourself and the learned professors whose letters I have read to you, you recognise that

there is a very great difference of opinion?—Might I add one thing also, and it is this: I recognise, also, another great difference, and that is, that I have read every one of these books for the Dictionary, and as I have read them all, and know what they contain, I have formed an opinion that is perfectly definite. Whether the others have read them I cannot say. Some of them, I am sure, have not—whether the others did I am not prepared to say.

12403. Is your suggestion that these learned professors are talking about books that they never read?—Some, some books they have never read? quite so; I should say that it is very probable. I am not going to mention any names, for I don't want to get into any hotter water than I am already in. I don't want to be *contra mundum* in that particular.

12404. You recognise that you are *Athanasius contra mundum* in this matter?—Well, it is a good omen, for he did conquer the world.

12405. Rev. Dr. SALMON.—I find it difficult to reconcile these different opinions, and I am sure there is some ambiguity of language with regard to two words—first, as regards the word Irish, and, secondly, as regards the word utility. With regard to Irish, I want to know are we speaking of the same things, whether you mean the spoken Irish of the present day or whether you mean Irish as it existed in early times and ages, leaving a literature behind it. For instance, you describe the grammar in the old times as being exceedingly beautiful and complex, and deserving of being admired for its subtlety. But in the modern times you say the grammar is altogether vague?—Yes, and unsettled.

12406. Am I to understand that what is said about the advantage of the study of Irish relates to the old Irish; or do you deny that there are some advantages to be gained from the study of ancient Irish?—No, sir, on the contrary, I feel that there are very great advantages to be derived from the study of ancient Irish. The glosses of the ninth century, in which the Testament was annotated, are in very beautiful form. But as you come down later that perfection of form is gradually lost in an abysmal swamp of no form, and when you get to modern times it is a mixture arising out of different periods and different dialects. Whether spoken or written it is a mixture.

12407. Do people write books in Irish now?—They do. But it is Irish the nature of which I cannot tell—one man writes in one Irish and another in another. I take it that Dr. Douglas Hyde writes one dialect, Mr. D. O'Fotharta (the author of the Siamsa an Gheimhridh) writes another, and Mr. T. O. Russell, who is also a very competent man, a third. They have got different standards, and so they have got different results.

12408. You don't condemn it as a subject of university education?—Certainly not. On the contrary, I have advocated it. In fact, I have as it were driven people by the nape of the neck to take it up and study it. It should be studied. It is a most important element in European history in that important period of the Middle Ages when Ireland stood practically in the gap. I want Irish studied. The field is there, but there are no labourers for the harvest. It is not to be got by studying modern Irish. The moment modern Irish is learned by students, they stand on the pinnacle, and they won't learn the ancient Irish. That is the point. I hold strongly the opinion that ancient Irish is a subject of great advantage when it is studied by competent persons, but not in an early stage of their education.

12409. You don't deny that it might be a good subject for university education?—That is so. I am willing there.

12410. We were talking of three courses here. Suppose that there is a utility for a commercial, scientific, and what you may call a grammar school education. Now about the commercial course Would you think a knowledge of spoken Irish of great value to a person in commercial life?—Not the remotest conceivable value.

12411. Could a person trade in Connaught without knowing Irish?—Certainly. Knowing Irish would not help him a bit.

12412. In Dublin, could they buy and sell in any establishment without knowing Irish?—Certainly; without knowing a single syllable of it.

12413. Then Irish is not essential as a subject of commercial education?—Not in the slightest.

12414. Then with regard to a scientific course, could a man know chemistry without knowing Irish?—Of course, he could. Not only is it not necessary for science, but you could not put into Irish the terms of science. A man who wanted to talk about oxygen, should use the word oxygen or some uncouth word to represent it. There are no modern words representing scientific terms in the Irish language.

12415. I am coming to the point I want to arrive at. You admit that it would be suitable as a subject for a university education?—Yes.

12416. I want to know then how, if a person had not learned Irish at a school or beforehand, he would be competent to take it up as a subject of university education?—Perfectly competent for this reason, that the proper way to begin is to begin by studying old Irish. It is a language which he could take up after he had learned Latin. Then he could come down the line with great profit and advantage, and if he learns the old Irish without the modern Irish, he will be safe. He will be so penetrated with the accuracy of the older forms that he won't be troubled by the confusion of the modern ones. If he learns the modern Irish first he is not likely to get up to the old Irish.

12417. Is it your idea that he should have some knowledge of other languages before he takes up Irish?—Yes. It is absolutely indispensable that he should know something of philology and other languages before he touches Irish, or he will spoil himself and his study in advance will be interfered with. I am satisfied about that—that the real way to begin is by studying carefully the beautiful forms of the old Irish. I only wish to goodness it could be studied in that way if there was a literature in the old Irish, but there are only glosses.

12418. Mr. Justice MADDEN.—Would you teach Old Irish in the Intermediate schools?—I think it would be perhaps too difficult, because they need to know Latin beforehand, and at least certain branches of philology, and it needs a ripe brain before they can grapple with Old Irish. It is very subtle and very difficult, but it is most beautiful. I wish I had an opportunity of giving you a few lessons in it, just to show you what it is. If the members of the Commission would just do me the honour of coming down two or three days as a class, I could show them how beautiful those old forms are; but they are not fitted for children. I have not a bit of objection to Irish as such. On the contrary, I have a great deal of sympathy with it. But as a subject for children, I have every objection to it, and I will make that opinion felt as strongly as I can.

12419. Why should not children who are capable of learning Greek learn Old Irish?—Well, in learning Greek it will take a lot of time, and if they gave up the Greek, then they would have lost the power of handling the Irish. If they spend too much time learning Greek, it would be a serious objection to Celtic. I should not say Celtic, for Celtic means a family of languages. If you are to have it at all, let it be Irish. Do not let it be Celtic.

12420. Rev. Dr. SALMON.—Unless you mean them to learn other languages too. There is one advantage from learning Greek—that it throws open to the student a great and valuable literature. A man may learn Greek who does not want to speak it who may never have to go to Athens, and who learns it, because it opens up to him a great literature. As far as I

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understand, the old literature that it contained is of very mixed value, unless it has been expurgated a great deal. I have heard complaints with regard to Welsh, that though there is a great deal of Welsh spoken, if you go into a bookseller's shop and ask for a Welsh book, you will get nothing but a miserable translation of a theological tract?—That is not correct. You will get novels in Welsh. The Welsh language has been kept up through the Sunday-schools by the Welsh Bible, which is an excellent work of art. It is only in proportion as they deviate from that, that they lose their standard. There are Welsh newspapers, but I had better not state anything about them. But you know my opinion. If you spoke Welsh in the way that it is written, you would not be understood by the people. You must speak the *patois*.

12421. Mr. Justice MADDEN.—There is a literary Welsh?—There is.

12421A. If you spoke literary English in Exmoor, I may tell you, from my knowledge, you would not be understood?—Probably the same thing. The Welsh may do what they like. But I have a great deal of sympathy with Ireland. I could not be without a large love for it. I do not want to see Irish newspapers written in the mixed style of Welsh newspapers

12422. Rev. Dr. SALMON.—Dr. Douglas Hyde spoke of what an improvement it would be if we all learned Irish and nothing else?—I don't know, Mr. Provost—but you are too old to begin, and I am certainly too old to follow it up. I don't think there would be any benefit whatever by doing that.

12423. Mr. Justice MADDEN.—I don't think there is any practical risk of Intermediate students becoming an exclusively Irish-speaking race?—No risk. We know how many have learned French, and yet make no use of it afterwards, although they spent a large amount of time learning it in the Intermediate schools.

12424. Dr. BARKLEY.—Just one point. You know Irish is still a spoken language in some parts of the country?—Yes.

12425. Would you say that it was not desirable that children, where Irish is a spoken language, should learn it as a literary language, and know it grammatically?—I should be perfectly willing that the children who speak it vernacularly should be taught by those who speak their *patois* in the fullest and truest way. They should be taught it, and they would learn it with very great advantage, because they speak it from their childhood. But there are few of those now. My objection is with regard to those who do not speak it, and take it up now simply for the purpose of making marks. If they spoke it, then it would be right to teach them in their own mother tongue. It is a wrong to children not to teach them in their own mother tongue.

12426. What if they are bi-lingual?—Then it will depend upon which they have best knowledge of. If they know Irish better than English, let it be Irish; if the other, then the other.

12427. Most Rev. Dr. WALSH.—Mr. Justice Madden asked you practically all the questions I wanted to ask you. There is one point I should wish to have made quite definite. Do you consider that our present programme in Irish could be converted into a suitable programme by any process of amendment?—I doubt it.

12428. Then your advice is, that Irish should be excluded from the programme altogether?—Yes, from that young stage of education.

12429. And not have it taught in the schools at all?—Not in the schools at all, except in the rare cases when the child knew how to speak nothing else.

12430. Then it is only in the case of a child knowing how to speak nothing else that you would have Irish taught at all, or recognised in any way?—Yes, that is my deliberate opinion from every point of view in which I could give an opinion.

12431. Supposing the case of a child that can speak both Irish and English, but who thinks in the Irish language, what would you do?—If he thinks in the Irish language, let him be taught in the Irish language. If he thinks in the English language, or if he mainly thinks in the English language, let him be taught English. A child very rarely thinks in two languages. That is not at all a common phenomenon. If a child cannot really speak English intelligently, it is not fair to him to teach him in any language that he does not know thoroughly.

12432. Mr. Justice MADDEN.—There are very few Irish-speaking children in Ireland now that are unilingual. There are some old people, but scarcely any children?—There is one point in respect of that. I showed three or four years ago, in a paper which was published in the "Academy," that the so-called form in all the grammars—the consuetudinal tense—does not exist at all, that it is a complete grammatical blunder from top to bottom. I have traced the course of it, and have shown that it came into the language in the present century.

12433. Most Rev. Dr. WALSH.—You know, of course, that it is frequently said that the origin of the vulgarism, "I do be," has come from that consuetudinal tense in Irish?—I know that. But it is not quite correct. The verb "to be" in Irish has several forms. One form means "I exist"—"I do be," that is, "I exist." There are two forms, *ta* and *is*, one of which represents, broadly, that which is an essential attribute, and the other that which is not essential.

12434. There are really three of these verbs in Irish?—Far more. There are seven, I think, altogether.

12435. I mean in this particular connection?—The Rev. Mr. O'Growney, whose name you know, a Gaelic scholar, told me on one occasion that in Connaught he had found some old persons who obeyed that rule of the consuetudinal exactly. In other words, the language itself has been completely transmogrified by self-styled grammarians, and the old people, who hold it from their mother, speak it rightly.

12436. Grammarians have not succeeded in formulating the principles of the language?—They have not succeeded in settling the forms of the language. All the modern languages have arisen from some man of commanding intelligence who has written the language in such beautiful form that everybody has accepted it and assented to it, and followed it as a model. If an Irish scholar does that, if Dr. Douglas Hyde can do it, I will give him my hearty welcome. I will follow him, and everybody will accept it, and then I wish him joy of the biggest victory ever won in an Irish community.

12437. On that grammatical question I quoted for Dr. Douglas Hyde a number of questions from the examination papers in Irish, and called his attention to sentences in which the verb "to be" occurred in various forms. What is your view of questions of that sort put to candidates in Irish? Is it that they are too easy, or that they are too difficult?—My view is that, so far as the external answering of them is concerned, a child of the age of fourteen may easily get the thing off by heart, so as to compel marks. But, on the other hand, the difficulty of properly answering some of those questions is so enormous, that it is probable that the Provost himself would take a very long time before he understood what the drift of the question was.

12438. That is my view. They are too difficult. And yet we hear the questions on the papers criticised on the ground that they are too easy?—Both are possible. Some of those questions are perfectly frivolous. Nobody, for example, in a Latin paper would ask a boy how *mensa* should be declined.

12439. We are told by people of authority that that is the way we ought to examine, and not in the abnor-

malities of the language?—Any way there are difficulties. A grammar was published by Mr. J. H. Molloy. He there gives lists of forms of the plural of nouns which, I am sure, not a Munster man in existence would accept.

12440. At all events your opinion is, *Delenda est Carthago.* That is the end of it. The Irish language is to go?—From the programme, you mean?

12441. Yes?—If there is an Irish parent whom I can influence, I would say to him, "Don't let your children go into it." That is my idea, and I will express it whenever I can.

12442. CHAIRMAN.—Is there a professor of Irish in Trinity College?—Yes, Dr. Murphy. *Feb. 22, 1899.* Robert Atkinson, LL.D.

12443. Does he lecture every week?—Yes.

12444. Can you tell me is it the Freshmen or the Sophisters, or what is the status of the students, who attend his classes?—That I could not say. I can only say that my first attendance at Irish lectures was at those of Professor Foley, and I was only a Junior Freshman then. I may add that the first prize I ever won in college was for Irish. That is the first and only prize I ever got until I became a scholar.

The witness withdrew.

Rev. Brother J. D. BURKE, Superior, Christian Brothers' Schools, Cork, further examined. Rev. Brother J. D. Burke.

12445. CHAIRMAN.—We were sorry to have had to interrupt your evidence. Will you please continue your statement?—In reference to the mode of science-teaching in Cork, science has been taught in the schools of Cork since 1811. In 1835 I find mention made of a visit of the Marquis of Lansdowne to the schools, and that a class was examined before him in chemistry, with which he was so much pleased that he gave £5 for the purchase of a set of apparatus to be given to the best boy in the class. That boy subsequently became an eminent chemist and professor. Then I find that agricultural chemistry was taught in the schools for many years, and classes examined publicly in it. In 1852 I first became a member of the Cork community, and at that time there were a hundred boys in the upper classes, all receiving a high mathematical education, and receiving lectures in chemistry and natural philosophy, and acquainted with navigation and the use of the mariner's compass, the sextant, the quadrants, and other instruments of that kind. I find also that the use of the globes was taught—a subject which has now disappeared, but which was a very interesting and useful one for the boys as giving them some idea of the world around them. Going on to 1859, I myself got charge of the upper classes, which consisted of 100 boys. Those boys were all acquainted with mathematics as far as the Eleventh and Twelfth Books of Euclid, and also with algebra and trigonometry, and they received a weekly lecture in experimental chemistry and natural philosophy. In 1867 a gentleman of the city of Cork, Mr. Jeremiah Buckley, a merchant, built a science hall which cost £2,000, which you see represented in the engraving which I have handed in. His object in erecting it was, he said, to make our establishment the workingman's university, and he made subsequently other additions to the original buildings. Mr. Denny Lane, Mr. Mahony of Blarney, Mr. Ronayne, M.P., Mr. Richard Caulfield, and other friends, gave us the means of purchasing instruments and made presents of apparatus, so that we collected there instruments to the value of nearly £3,000. Indeed, they are actually insured for that sum. At that time we had, as we have still, 1,000 pupils attending our principal establishment, and about 400 of these were receiving instruction in physical science and chemistry. They were divided into five groups of from eighty to ninety each, and received their weekly lecture of an hour in physics and chemistry in their class-rooms, experimentally illustrated. The lecture was graduated in its difficulty to suit the children of the tender age of 12, and it was developed more extensively and made more difficult for those of a more advanced age. The senior boys were allowed to use the instruments and to experiment for themselves, and I need scarcely say that the interest excited by the experiments and the intense anxiety and earnestness evinced in awaiting the results were really most gratifying. Then we had conversaziones and other entertainments in the city from time to time. Learned societies got them up, and they requested the attendance of the boys and the loan of the instruments, and all those boys used the apparatus in the entertainment themselves. Their masters did not attend with them, and so they were thrown on their own resources, and answered all questions of an ordinary character to the satisfaction of the numerous visitors there. The eminent Dr. W. K. Sullivan was present on one of those occasions, and remarked that the manipulative power of the boys was very good indeed. Another of those societies presented a large lecture table, with all the appliances, as a testimony of the pleasure that they derived from the attendance of 150 boys at those public entertainments. In the year 1883, when the Cork Exhibition was held, the boys were requisitioned for the occasion to give entertainments there, and as many as 150 boys attended with the appliances from our science hall, and at the conclusion of the exhibition the judges awarded a medal to the schools for the work which the boys had done in the exhibition. This is the medal, your Grace (*handing medal to the Most Rev. Dr. Walsh*), that we got on that occasion. I shall read for you the judgment of the committee, of whom Dr. W. K. Sullivan was one, in awarding this medal:—

"The apparatus exhibited by the Christian Brothers consists of two classes of objects—(1) A working model of a fitter's workshop, provided with the necessary tools and machines and a working model of a sheerlegs; and (2) a number of instruments illustrating the production and application of electricity. The collection was most interesting and instructive, and the Christian Brothers deserve great credit for introducing in so effective a way the teaching of elementary science into schools, and especially for showing its practical applications. The good example they have so well set will, we hope, be largely followed in all the more important schools in Irish cities and towns. It is only when our boys have learned the elements of physical science, and have become accustomed to see its direct practical uses daily illustrated at school, that they will be fitted to fully profit by the systematic training of regular technical schools and colleges. We recommend that a medal be awarded to the Christian Brothers in recognition of their successful efforts to make the teaching of elementary science and of its practical uses part of the regular work of large urban schools." I should mention that this is an extract from the History of the Exhibition written by Dr. Sullivan. Now, briefly as to the mode adopted in teaching. We assembled the boys to the number of sixty or seventy in their class-room. The instruments were brought in and placed on the lecture table. Experiments were performed before them. All the necessary explanations were given, and questions proposed then on the subject of what had been said, to test whether they had got the matter clearly and correctly. In the more advanced classes it was required that essays should be written on the subjects of the lecture, and then read, and this, of course, had the effect of impressing the matter more indelibly on the minds of the boys. Now, when the Intermediate Education was started, the Christian Brothers were all very much

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interested in the progress of the Bill through Parliament, and seeing the very broad spirit in which the Bill was conceived, and that its advantages were to be extended to the children of all classes and creeds in the country, we were induced to connect our schools with it. We did so in Cork the very first year, and that first year we sent boys in for chemistry and philosophy, and I may state that most of those who succeeded that year passed also in those two subjects, and the senior boys besides passed in elementary astronomy. We went on presenting students in larger numbers year after year, until in 1888 as many as ninety-three boys passed in chemistry and seventy-seven in philosophy, and our successes in these branches continued in something about those numbers up to 1891. In the year 1881 we undertook botany, and this proved a highly interesting subject for the boys. Besides passing in chemistry and philosophy, the sixty passed in botany in the three grades. We also made preparation for the teaching of elementary geology, elementary mineralogy, physiology, and other natural subjects. We were very well provided with physical and chemical apparatus. To teach botany in a successful way, I resolved to convert a great part of our ground (*indicated on the engraving*) into a botanical garden, and the citizens contributed very generously towards that work. The country gentlemen in the suburbs around, Catholics and non-Catholic alike, presented us with a large number of choice shrubs and trees, which we planted, and we spent altogether in the autumn of '81 and the spring of '82, as much as £500 in the preparation. There was no subject, I think, that the boys took such a pleasure in. They spent a good deal of their evenings looking for specimens—plants, roots, leaves, flowers—and these were subjected to examination by means of their penknives, and they made themselves very well acquainted with the structure of the plant itself and of its parts. Now, having made this preparation, and having even bought books for the purpose, we found when the programme for 1882 appeared, that botany was altogether off the programme, and it was a matter which we very much regretted indeed, because, in a country like Ireland, I think the elements of botany should form a subject for the general education of youth in the Intermediate Education system. The sons of gentlemen and respectable farmers through the country, and of all people engaged in agriculture and matters connected with it, would derive very great advantage from an elementary knowledge of botany. But not only was botany removed at that time, but mineralogy and elementary geology and astronomy also. The physical science branches were from the beginning treated in a different manner from the other subjects. As early as the year 1881, the marks given to the languages—Latin, Greek, and English—were raised from 1,000 to 1,200, and the mathematics were raised in proportion too. But the chemistry in the Junior Grade was reduced from 600 to 500, and the philosophy in the Senior Grade was reduced from 600 to 500. Well, the effect of this was that these subjects to the teachers and to the pupils appeared not to be held in the same estimation as the other branches, and this was, I may say, one of the causes of driving those matters to the state in which they are at present. When the Preparatory Grade was introduced, those subjects, not being on it, were not taken up in the higher grades, and this was another cause why the teaching of philosophy and chemistry declined. Then the Senior and the Middle Grades were over-weighted, as the boys were obliged to know the courses of the lower grades. The Senior Grade had to know all, and the Middle Grade had to study the Junior. And then, in the teaching of those sciences, you require what you don't want for other branches. You require instruments, and you have wear and tear, the breaking of instruments and their replacement, and in teaching chemistry you have, of course, to use chemicals, and all these have to be purchased. And then the marks given were so very low, that unless you had the apparatus already in your possession you would not be disposed to go and lay out money on it. All these causes had a depressing effect upon the teaching of science; and I am extremely glad to see that the Commission is taking the matter into its consideration, and that we are likely to have a course that will suit the schools through the country, and that physical science and chemistry will form subjects of the Intermediate course, and be treated in as generous a way as the other branches in the programme. We got connected with Kensington, and that was of some assistance to us in this way that in many of our schools throughout the country half of the purchase-money of apparatus was given to them, and after the apparatus had been used in the schools for a certain number of years it then belonged altogether to the schools. Kensington recognised the schools. They paid results fees and contributed part of the price of apparatus, and thus helped the schools to keep up the teaching of chemistry and philosophy longer than they otherwise could. It ultimately came about that Kensington raised the standard, which also had a depressing effect upon the teaching of science. In England the money that goes to the Irish Intermediate Board is given to the County Councils, and they had got charge of the teaching of elementary science.

12446. Most Rev. Dr. WALSH.—That is the extra grant that came to us, the "whiskey money" as it is sometimes called?—Yes, your Grace.

12447. The original grant stands on a different ground?—Yes. The raising of the standard had the effect of depriving the schools of their connection with Kensington, for the programme became too high for the class of boys who used to go in for the examinations. The effect of this was to make the teaching of physical science and chemistry less popular and less extensively taught in the Intermediate. Now, I went to a little trouble to afford the Commission an opportunity of seeing what the cost of a set of apparatus might be for the smaller schools of the country, and I got Mr. Yeates, of Grafton-street, whose workshop is in Suffolk-street, to prepare a little set, which I will ask the Commission to see. This is a little set of apparatus for illustrating magnetism. It contains all the necessary apparatus for the fundamental principles of this department, and I find that he can give this small set for the sum of £2 10*s.*; and taking that as a basis, we can calculate that about £50 would equip a school with small sets for the experimental work of physical science; and it would take as much as that also to equip a school for the teaching of elementary chemistry. I am interested in the matter myself. I have been teaching it for years, and I should be very desirous of seeing these departments taken up in almost every school through the country. The advantages of them are very great. Chemistry and philosophy cultivate a side of the intellect which is not usually taken in, that is, the observing faculties, and the higher powers of the mind have also a field in them for drawing conclusions and making deductions. The practical use of the subject at the present day cannot be too greatly exaggerated. It is useful in all departments of life. I saw by the evidence of a gentleman who was examined here to-day, Mr. Inglis, that physical science and chemistry were recognised as subjects suitable for a commercial education. Now, with regard to commercial education, I find that the great body of our boys who have gone through the Intermediate course go to business about the age of sixteen, and on looking over the results of last year's Intermediate work for all Ireland I find that not only from our schools, but from all the colleges and schools of the country, the boys, as a rule, leave off at about the age of sixteen. Out of the whole number that passed in the Senior Grade—as you already know, 186 passed—one-fifth of these were from our schools: the rest were from all the other

schools of Ireland. In the Middle Grade 464 passed, and one-fourth of these were from our schools. The number in the Middle and Senior Grades is small, and hence an immense body of students go to business at about the age of sixteen. It strikes me that a course of studies should be arranged to give those boys at the age of sixteen an outfit that would enable them to enter into business and be useful members of society. But that physical science and chemistry should be a part of it, I am strongly of opinion. I don't know if I have anything else to add on this matter, except that you may have some questions perhaps which I may be able to satisfy you upon.

12448. CHAIRMAN.—I have only to ask you a very few questions. When the Intermediate Act came into operation, as I understand, you had a very large and a very satisfactory school in Cork for teaching chemistry and natural philosophy practically?—Yes.

12449. Might I ask are as many students taught practically in that school in Cork now as there were before the Act came into operation?—Not so many.

12450. Do you attribute the falling off in the number to the operation of our Act?—I attribute it to five causes. First, the difficulty of the questions, which were theoretical, and not practical; secondly, to the absence of those subjects from the Preparatory Grade; thirdly, to the weight of those subjects in the Middle and Senior Grades, the boys being obliged to know what the Junior Grade had; and, again, to the low marking and the cost of apparatus.

12451. However it was, it was to the operation of the Act as practically carried out?—It was.

12452. And do you think that that was a great loss to education?—I believe it to be the greatest loss that the country has sustained.

12453. I wish to ask you as to the numbers in your school at present. Is the school for Intermediate students separate or apart from your other schools?—It is. From the beginning, that is, from the year 1802, when our society was founded, we had always two departments in our schools, and our upper classes were always, as a rule, recruited from the lower ones. That is, we had primary for the younger and secondary, or Intermediate, in the upper classes.

12454. I treat a separate department as being a separate school?—We have in every establishment, where we have any number of rooms, a separate department for Intermediate education.

12455. Separate classes?—Separate classes, and in this principal establishment of ours in Cork there are three rooms set apart for Intermediate education solely, and one room for commercial education, where shorthand and typewriting are taught. I may mention that those eighty boys in the commercial school do not go in for the Intermediate education, although they are of ages from sixteen to nineteen.

12456. I do not want so much detail, and I would ask you to limit your replies to the Intermediate students. Those are the people that we have to deal with. Am I right in saying that by the return you sent in in November, 1897, there were 291 boys?—Yes; in four separate rooms.

12457. And of those, ninety-four passed in the Preparatory Grade, or rather obtained results fees, sixty-nine in the Junior Grade, ten in the Middle Grade, and four in the Senior Grade?—Yes.

12458. So that that represents a school, say, of 300 boys?—It does.

12459. Now, I suppose, according to your experience, the great majority of those boys ultimately go either to agriculture or to commerce?—The greater number to commerce, a large number to industries, some to the professions, and a good number to the Civil Service.

12460. Could you say about what percentage of them go to commerce or agriculture? You say that the sons of gentlemen farmers and the sons of respectable farmers used to attend these lectures in chemistry?—Oh, no. I mentioned that when stating that the teaching of botany would be an advantage to those young lads in all the colleges and schools in Ireland.

12461. Could you tell me about what percentage of the boys go to agriculture and commerce?—One-half of the Intermediate boys go to commerce.

12462. The course of studies that seem to be encouraged by our rules, in your opinion, is not as well fitted to boys who are going to commerce as the commercial course?—No.

12463. Are you of opinion that we should have a separate commercial course?—Yes, I think it would be desirable.

12464. As distinct from picking out particular subjects from a general programme, as they are obliged to do at present?—Yes, I think it would be far and away better.

12465. You have had some experience of the commercial portion of our programme for 1890. There were two attempts to bring in the commercial students and both attempts were failures?—They were failures.

12466. Do you attribute that to the fact that under those courses, as framed, the commercial student and his teacher could not obtain the same pecuniary advantages as would be obtained if he had taken up different subjects?—I am of opinion that neither the boy nor the teacher had the same advantages in taking up a commercial course as those had who took up a grammar school course.

12467. Are you of opinion that that had any effect in determining the course taken up by the boys?—It most decidedly had.

12468. What pays best, as long as human nature is human nature, is the thing that in the end will be taken up. Is that your experience of human nature no matter how virtuous?—In part it is. But you have to consider that the boys were ambitious enough to look for prizes and exhibitions, and they could not possibly compete on equal terms if they went for a commercial course with the boys who went in for a classical course.

12469. Did you see this paper—"Summary of Matter for Examination of Witnesses." You have not seen it:—"D.—Division of courses.—(1.) Is the wide power at present given to students of selecting the subjects for their examination advisable? If not, what restriction should be placed upon it? Should the student's power be limited to selecting one of several prescribed courses of subjects, such courses being so constructed (*a*), that each would, as far as possible, be of equal difficulty, and (*b*), that each would carry the same advantages both to teachers and to students, competition for prizes and exhibitions not being permitted between students selecting different courses." You understand that?—I do, my lord. I think that would be most desirable. But at the same time if the subjects in the original programme, where commercial ones were introduced, had been treated in the same liberal spirit as the other subjects had been, I don't think it would have resulted in what has actually turned out.

12470. We can only do the best we can for the future. Now let me continue as to the courses:—"(2.) If so, how should such courses be framed? (3.) Should regard be had, in framing them, to the ultimate destination in life of the student? As, for instance:—One course for those who intend to enter a university or the professions of divinity, law, medicine, or education. A second course for those whose destinations are professions or occupations in which a knowledge of applied science is essential? A third course for those who intend to enter upon commercial life? A fourth for those who intend to compete in the examinations for positions in the Civil Service." Would you approve of a separate commercial course as suggested there?—Yes, and I think that would almost suffice.

12471. I was going to ask you do you think there could be one course by selections from which a course either of applied science, or a course for those who

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enter upon a commercial life, or a course for those who intended to be examined for the Civil Service examinations, could be selected?—Yes, I think it would be most desirable.

12472. In other words, would you have for them two courses—one a university course, and the other a modern side course, from which could be selected, as alternatives, either a purely commercial course or a course of applied sciences, or a course a little altered for students about to enter for the Civil Service?—As far as I know, I think two courses would suffice for all purposes if made wide enough. If they were both treated in the same spirit there is no doubt whatever they would work well.

12473. Dr. BARKLEY.—You have still practical science teaching in your school, though not to the same extent as formerly?—Yes, we have a chemical class going on at present.

12474. What proportion of the candidates who go up for the Intermediate examinations have received that teaching?—Probably not more than one good class in the Junior Grade—forty boys.

12475. You find, I suppose, that those boys who have had a practical teaching do fairly well in the examinations?—I should say that the boys who receive the practical training and see the experiments ought to do best. But the nature of the questions is such as to kill experimental work, as the teacher has to employ his time in providing examinations of such a character as will fit the boys for the examiners' paper. I remember I myself was examined before the Commission of Inquiry into the Queen's College, and I was asked what was the relation of the Intermediate examinations to the universities, and I replied that I could only speak for two subjects which I taught myself. These were chemistry and philosophy, and I stated that in order to prepare boys for the Intermediate examinations I was obliged to use those questions set for the Royal University and the Queen's College, and that, I may say, took up all the time of the teacher, and took him away from the experimental work.

12476. If it were found possible to adopt the examinations of the Science and Art Department for the particular subject matter of chemistry and physics would that answer the purpose?—It would. I think that if some connection could be got with the Science and Art Department, the Intermediate would be the gainer and the country would be the greater gainer because the Department has money at its disposal which is now being handed over. I think Scotland has got her share of it, and I fancy Ireland ought to come in, too.

12477. CHAIRMAN. As I understand it has been actually handed over to Scotland?—Yes, and it struck me that the Intermediate Board ought to be in possession of that money, because I don't know of any other authority in Ireland that can so administer it to the satisfaction of the country as the Intermediate Board, for it is altogether above suspicion for fairness and honourable treatment of all parties.

12478. Dr. BARKLEY.—But the Science and Art Department have got arrangements for inspection, for examination practically. Is not that an advantage which we might find a difficulty in getting?—No. I believe such an examination could be carried out by the Board either in Practical physics or by the Heuristic method. Practical physics is, of course, the best thing for the country, that is, where the boys will handle the instruments themselves and work out the experiments. Or if you take the Heuristic method, where the boys are actually to discover the things for themselves, where you give them simply these magnets and tell them nothing about them, and only ask them to find the difference that they observe between both ends of these bar magnets, and similarly with a horse-shoe magnet. Then I lay a few pieces of stone on the table and say, "There is a piece of load-stone," and I lay it on the table along with other stones, and I tell the boy to find out for me what difference there is between those stones. He goes on experimenting, and jots down his discoveries with care. That makes an impression on the boy that nothing can exceed. In fact it would rear discoverers.

12479. You would like, I understand, to include subjects like chemistry and physics in the Preparatory Grade, as well as the Junior?—I certainly would. I think that considering that the great body of the boys go to business at 16 or about that, you must have a four years' course. That is, you must begin at about 12, and finish about 16 for that group. There are others, of course who can continue in school and go on for the Middle and Senior Grades. Hence, I think that philosophy and chemistry on a very modified scale, should be introduced into the Preparatory Grade. I find in reading over the final Report of the Manual Instruction Commission, that they recommend a practical physics' course such as is already at work in London, and which, if carried out in the upper classes of the primary schools of the country, would do wonderful good, and then, if that slightly modified, were introduced into the Preparatory Grade we would then have the foundation of a course that might be developed to any extent in the upper grades within the limits of the ages of the boys.

12480. Would you expect candidates in the Preparatory Grade to show that they could themselves use the instruments, or would it be enough if they showed that they had received a practical teaching in the subjects, and had seen the experiments performed and understood them?—I think that would be sufficient. I would be satisfied with doing the experiments for them, and explaining the theoretical principles connected with them, and afterwards examining them *viva voce*, to see that they understood them. But, of course, it would be better if they actually handled the instruments. For instance, I could place the instruments on the table, and take, say, twenty boys together and say to one, "How do you work this experiment?" and to another, "Show me how you could do that?" and I would continue in that way through the class—I would examine them practically, and could dispose of a class of twenty-five or thirty boys within, perhaps, an hour.

12481. I suppose you would expect a greater amount of practical knowledge in the Junior Grade than in the Preparatory?—I would expect it to be more extensive, and more minute, and more exact in the work done, especially as regards measurements—linear, superficial, and solid—because accuracy is a great thing to be attained.

12482. You think a separate commercial course would be desirable?—I do.

12483. At what point should it begin? Would you have it in the Preparatory Grade?—I certainly would. I would prefer to have the examination for the Preparatory Grade a qualifying examination; but I would continue the exhibitions in it; because parents, at least many of them, will not keep the boys at school unless they have an inducement, and if a boy get an exhibition it is an indication to his parents and teachers that he is fit for higher work, and is a great inducement to them to keep him in the school to qualify himself for a higher position.

12484. I do not understand exactly what you mean by "a qualifying examination;" if it is merely a pass examination, how could exhibitions be awarded?—I would have an examination of a certain number of boys, selected from the whole group who had qualified, and exhibitions given to them in certain proportions; and I would take into account their manipulative skill or experimental knowledge in the natural science subjects in awarding exhibitions—that is, if those subjects formed part of it.

12485. As regards the commercial course, it appears from the evidence that has been given that most of the boys leave school at the Junior Grade; would any of the boys remain for the Middle or Senior Grades, for whom it would be necessary to continue

the commercial course in those grades?—Certainly I think so. The pecuniary condition of parents varies very much, and many of them would wish their sons to get a higher education, in the hope of higher positions being taken by them.

12486. We were told this morning that the openings for boys in business are usually for boys at the age of 15 or 16. Does not that create a difficulty in the way of boys who are intended for commercial pursuits remaining in school beyond that age?—No, I think not. It is true that, as a rule, merchants and business people prefer to get a boy in his sixteenth year, because at that age he is more pliable, and they can train him better. But there are other situations in commercial life, for which boys of 16 would not be suitable—situations requiring a higher education. There are a great many openings for boys of 17 and 18. I think that for the higher class of commercial positions you would want a commercial college, on the footing of a university; and that is what the London merchants are aiming at. They want to have a commercial college, of the same *status* as a university college, where boys would receive an education, and on leaving which they would get a diploma showing that they were fit for any commercial pursuits; but for the ordinary run of merchants and traders 16 is almost the *maximum* age at which youths would be received, and your course, I think, should aim at giving them such a training as would be of advantage to them in their future career, and enable them to be of use to the country.

12487. Taking into consideration that the majority of them will leave school at 16 years of age, is there any subject that, in your opinion, ought to be added to the course in the Junior Grade?—Well, not many. Of course you might have book-keeping in the Preparatory Grade, and in the Junior Grade you might make it more difficult—of course not going beyond what boys of that age could be expected to do, but extensive enough to enable boys of 16 to beof use in all the mercantile offices of the city or county.

12488. Would you have précis writing in the Junior Grade?—I would, sir.

12489. Most Rev. Dr. WALSH.—Have you read the interesting paper on the Heuristic Method of Teaching, by Dr. Armstrong, published by Mr. Sadler?—I did, with very great interest.

12490. That, I think, indicates the lines upon which you consider the scientific teaching in schools should proceed?—Yes; it is the perfect way.

12491. Have you considered the question whether there would be any possibility of fitting in that system of teaching with the system of the Intermediate Education Board?—I think it would be possible, by trying it on a small scale at first, and gradually extending it.

12492. How could an examination be held that would test whether a boy had been well taught on the lines of the Heuristic method?—Well, of course it would be easier to test him in the usual practical way; but I think that by arranging a series of questions outside the ordinary paper, in order to see what he had been actually engaged in developing, you could sufficiently test a large number of boys in the work they had done.

12493. Could you do that by a purely written examination?—No; a *viva voce* examination.

12494. Would it be possible, under our system, to have such an examination?—I think it would.

12495. How would it be possible, unless you brought the students to centres for the purpose of being examined?—Of course you should bring them to centres. You should select a few large centres. If Cork were made a centre, we would be quite willing to lend our Science Hall for the purpose.

12496. I took it on myself a few days ago to say that I was quite sure you would do so, if Cork were made a centre. Your idea is that the examination should be *viva voce*, and carried out at different centres; but then comes in the question of want of uniformity in the standard?—Yes; there would be a difficulty about that.

12497. If there is to be a competition kept up between the pupils of all the schools in Ireland, that difficulty seems to be a fatal one?—No doubt it is a difficulty, and when you come to the Heuristic method it is perhaps more difficult.

12498. Is it not a real practical difficulty; how can you have a competitive examination for all the schools in Ireland if dealt with according to the lines of that system?—There is certainly a difficulty in it.

12499. Do you see any way out of that difficulty?—Well, I have not considered the question fully; but I can see clearly that an examination in experimental work could be carried out through the whole country.

12500. But my question is, could a competitive examination, which would be uniform in its standard, be conducted in different places?—Well, I think, having regard to the fact that it would be only a part of the whole examination, if the examiner were to report on the practical work of a school, if he was satisfied that they could manipulate the instruments, and answer satisfactorily in the theory, he could pass them as qualified for examination for honours, and that those marks should count in any exhibitions or prizes that would be offered for competition.

12501. But you think it would be desirable that such a system should be introduced?—I do; I think it would greatly benefit the education of the people, and lay the foundation of the prosperity of the country.

The witness withdrew.

The Commission adjourned until the following morning.

Feb. 23, 1899.

TWENTY-FIFTH DAY—THURSDAY, FEBRUARY 23RD, 1899,

AT 11 O'CLOCK, A.M.

At the Offices of the Commission, 42½ Great Brunswick-street, Dublin.

Present:—The Right Hon. C. PALLES, LL.D., Lord Chief Baron, in the Chair; The Right Hon. Mr. Justice MADDEN, LL.D.; The Rev. GEORGE SALMON, D.D., F.R.S; The Right Hon. O'CONOR DON, LL.D.; The Reverend W. TODD MARTIN, D.D.; DAVID G. BARKLEY, Esq., LL.D.; and Mr. J. D. DALY, M.A., Secretary.

Miss E. Boyd, B.A.

Miss E. BOYD, B.A., Assistant Mistress, Foster House, Royal School, Raphoe, examined.

12502. CHAIRMAN.—Miss Boyd, I believe you are a Bachelor of Arts?—Yes.

12503. Is it of the Royal University?—Of the Royal University.

12504. And you are assistant mistress at Foster House, Royal School, Raphoe?—Yes.

12505. You were formerly head-mistress of Elmfield School, Limavady?—Yes, about three years.

12506. And for two years you were assistant-mistress at Rathgar School?—Yes, I was.

12507. Now, you desire to present to us your views in reference to the working of the Intermediate Education Act in this country?—Yes.

12508. And the first topic mentioned on your paper is the failure of the Act to effect its avowed object?—Yes.

12509. We will be glad to hear what you wish to say upon that subject?—May I read a short statement?

12510. Certainly?—The chief defect of the Intermediate system is, in my opinion, its failure to effect its avowed object, namely, to bring within the reach of the poorer people a cheap and easily accessible means of obtaining a better education than was to be obtained under the National system, one which would not only prepare for a University education, but qualify for commercial pursuits. The system, however, failed of its object at the very start. Hundreds of schools started in country districts, where schools of this class were most needed, had speedily to be abandoned. This failure can be easily traced to two defects: First, the utterly mistaken manner in which the money has been allocated; and, secondly, no effort has been made to ameliorate the unfavourable conditions of the poorer and more remote districts, by placing them in a position to earn a fair share of the grant. As to the first defect, instead of being allocated so as to establish and sustain schools in remote country districts, the whole annual grant was thrown open in one undivided sum to all Ireland, and in such a way that schools in the large centres of population —schools already not only self-supporting, but flourishing—got, as a matter of course, almost the entire grant, in virtue of the greater number of pupils, leaving the very districts not within practical access of a good middle-class education as badly off as before. To have carried out the avowed object of the Act, Ireland should have been divided into a number of educational districts, after the manner of the County Council districts, only larger, and the educational grant divided amongst these, in proportion to the population. The competition within the smaller areas would have been just as keen and effective for every good purpose as within the whole area of Ireland, and the money to be earned could, by proper adjustment, have supported as many first-class schools in country districts as would have brought the required education within the reach of thousands now denied it, or who, if they get it at all, must, as before, go far, and pay well for it. By this ill-devised Act, the country districts, which were promised bread, have been given a stone, and the large wealthy centres of population have had verified to them that other Scripture statement, that "to him that hath, shall be given, and he shall have more abundantly." As to the second defect, this mode of allocating the grant would also enable the second defect to be remedied. The unfavourable conditions under which the country districts labour, could be much ameliorated, first, by using as much of the money allocated to a district, and not earned as results fees, in assisting to build and equip suitable school buildings and teachers' residences, the grants for such to be conditional on local contributions; secondly, by giving, in addition to results fees, aid to teachers in the form of a capitation grant. I think you would require this in order to make up to them for the very small fees that they get in some places. No new principle is involved in this proposal, as it has already been applied by the National Education Commissioners and the Congested Districts Board, namely, the principle of giving aid where most needed. Perhaps the grants should be conditional on local aid; I thought at first that the local aid should be given in the form of subscriptions, but, perhaps, the new Rural District Councils, or the County Councils, could be made the media of applying for the grants; and they could supplement them by a proportion raised through local taxation, as a guarantee that the schools for which special aid was applied for were really a necessity.

12511. Do you desire to give any further details as to the working of the Act? Your second point is, "some details of the above-mentioned unfavourable conditions." Have you said all that you wish to say on that?—I think they would require this assistance to enable them to compete on anything like equal terms with schools in more favoured districts. They have been obliged to keep a staff of teachers, and they often paid them on a more liberal scale than the larger schools, which got more of the grant. The fees in country districts are very small, and as matters stand, the function of country schools has been to develop and exhibit brain power, and exceptional intellect, in order that it may be pounced upon and turned into money by unscrupulous managers of schools already wealthy in such power, simply by reason of the number of pupils. I recommend that results should not be published. Any principals of influential schools can, if desired, publish their own pupils' successes, and any country principals can protect themselves from the evil results by withholding the names. I think that perhaps the history of the Limavady Intermediate School would be useful in showing that.

12512. Will you kindly state it?—A great many persons came and asked my father to get up an Intermediate school. At first he thought he would wait and see how some other schools would succeed, but, finally, he consented to do so. He got a Committee, who guaranteed the fees for five years; they did not think they would be required to pay their subscriptions for the five years, because they thought the school would be self-supporting before that .A number of gentlemen then paid £120 a year for a teacher for that school, and guaranteed it for five years. The school did very well indeed. If you refer back it will be found that the school obtained a medal and some exhibitions, but just the very year of its success was the year of its downfall; the pupils were all taken away to other schools, and the teacher left. In fact, the last year my uncle paid half of the assistant-teacher's salary, and the other gentlemen had all to pay their full subscriptions for the five years. The school was badly needed there, and a boys' school is still needed there; as many go an hour by train to schools. A great many of the pupils walked in four miles to the school, and four miles out home in the evening.

12513. Are there any other abuses in the system as at present worked to which you would wish to direct our attention?—I think there is over-work. These are abuses more than defects, of course.

12514. Over-strain in the pupils?—Yes, I should say so, most decidedly. Mr. Bain, the Principal of the Royal School, asserts that that is the case in all the schools that he knows.

12515. Who is Mr. Bain?—He is the Principal of the Royal School.

12516. Mr. Justice MADDEN.—The Raphoe Royal School?—Yes.

12517. CHAIRMAN.—The school at which you are assistant mistress?—Yes. For the Preparatory pupils, for example, four hours is the least in which most of them can get through their homework, after five hours' work in school, and the girls have to get in their music practice as well.

12518. They have four hours' work at home?—Yes.

12519. In addition to five hours' work in school?—Yes.

12520. And the young ladies are obliged to practice their music in addition to that?—Yes. And in the Junior Grade, he says that another hour is necessary, and in the Senior Grade, most decidedly, the boys are much over-worked. It is not that he puts any pressure upon them, but that the boys in the Senior Grade work themselves.

12521. According to your experience, is the work required by the programme too extensive, or, rather, is the work allowed by the programme too extensive?—Yes, I should say so.

12522. That is, the work allowed by the rules?—Yes. I know I have heard the children very often say themselves that they would like to make a bon-fire of their books.

12523. I have no doubt about that?—I think it is unfortunate that such a distaste for study should be engendered.

12524. Is it your experience that the effect of the Act has been to create a distaste for study, or, rather, a horror of study amongst students?—I think myself that it does do that; I think it is a great pity that on leaving school they should not have a taste for studying the literature of their own country, and take pleasure in it. When I was at the Intermediate myself, my father gave me a present of Ruskin's "Sesame and Lilies," and the way in which he points out the beauty of a passage in "Lycidas" was quite a revelation to me of what the study of literature might be. I should think that if literature were taught more in that way, instead of merely learning off by heart, the pupils would be more inclined to take pleasure in their studies.

12525. Then, you have passed through the Intermediate yourself?—I went in for the Junior and the Middle Grades only. I was not very strong.

12526. And you did not go in for the Senior Grade?—No; I stopped then.

12527. According to your experience, is there always a hurry among the students through the entire year?—Yes; I should say it was a rush from the beginning to the end. I know that it seems that teaching is merely a hearing of lessons; it is just calling up one class and hearing a lesson, and sending that class down, and calling up another. Literature is not taught at all; it is simply hearing a passage off by heart, and if you have a large class of, say, twenty pupils, you have no time at all in which to call attention to the beauty of the books, or the construction of a play, or anything of that kind.

12528. Have you any other observations that you wish to make before I ask you a few questions?—About inspection, perhaps.

12529. Yes. Are you in favour of inspection?—Not as a basis for payment, because, as you see, I would keep the written examination, which, I think, is the fairest test. I should keep to the payment by results, substituting this method of allocating the money. But inspection is greatly needed for other things. It would serve a very useful purpose. Besides seeing that the school buildings are all right, the inspector should also report, generally, on the methods of teaching.

12530. The methods of teaching?—The methods of teaching, yes, and if he could do anything in the way of getting an efficient staff of assistant teachers and seeing that they were properly remunerated too, it would be a great boon. I noticed the other day in the paper, a point brought up about the payment of assistant teachers, and how it came about that teaching was paid at such a poor rate.

12531. Yes?—I think that it is partly because a great many who are teaching have not taken up teaching as their life-work at all. A principal of a school can get teachers for a small salary, because some of them come and take the salary just as pocket-money; it is only a kind of a temporary thing with them; and good teachers who are dependent upon teaching for their means of earning their living are obliged to take the work at the same rate as these other teachers. I myself was offered £40 non-resident to teach four and a half hours every day, and prepare both advanced classes and junior classes.

12532. Would you approve of the suggestion that each of the schools should send in a return to the Board of the number of their assistant teachers, and what their salaries were?—Yes, I should approve of that.

12533. I want to ask you a few questions about your school. Mr. Bain is the manager of it?—Yes.

12534. On a return which I have here it is stated that the total number in the school is about seventy.—Yes.

12535. Is that about right?—Yes, I believe that is about right.

12536. Some of those are not within the Intermediate ages, but the entire number in the school is seventy?—Yes. Of course, I am in the girls' branch of the school, but I take some of the classes in the boys' department.

12537. Does the Royal School, Raphoe, include both a girls' branch and a boys' branch?—It does.

12538. About how many girls are under your tuition?—I think about twenty.

12539. When you say then that you are assistant mistress, are you in supreme charge of the girls; is there any mistress above you?—Miss Bain is the Principal. Practically, I am in charge.

12540. We have power to recommend an alteration in this Act of Parliament, but of course you are aware that according to the system that was contemplated by the Act we could not have adopted your view?—Yes.

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12541. We could not have divided the fund in the way that you suggest?—No.

12542. Having regard to the principles in the Act?—Yes.

12543. Now your view would be that the aid to some of those schools would depend upon a corresponding amount being subscribed locally or provided by the County Council?—Yes.

12544. Do you not know that practically there is no local aid ever provided in Ireland, and that if it were conditional upon that, they never would get anything?—You see they had local subscriptions at home when the school was started at Limavady.

12545. It was done for five years, but it did not succeed?—If the school had got the aid from the Board which it expected the sum would not have been paid by the Committee after the school was self-supporting.

12546. I take it that you would be in favour of the Board supplementing the ordinary funds that would be paid under their rules to small schools in localities in which they were much needed without any condition of local aid being provided?—My idea, of course, was that the local aid was to ensure that there would not be too many schools in districts where they were not needed.

12547. I am not suggesting this, but it was suggested yesterday by a witness, for districts in which there were no other schools. But if there are more schools than one, so that they are competing the one with the other, that proves that no extra aid is required. Are there more Intermediate schools in Raphoe than this one?—No. Of course the idea in this system of dividing the country into educational districts would be that there would be money to spend on those districts; the money would be distributed and the schools would be started where they were needed. I could give several cases, and I could get other cases from others where schools were started which were badly needed, but which had to be abandoned.

12548. The dividing of this fund for the various districts in proportion to the population—that is a mere matter of detail?—Yes.

12549. What you want to aim at is that small schools in districts in which they are required, and in which they are not competing with each other, should receive enough money to support themselves and continue as schools?—Yes, that is the chief point. I see that Mr. Adamson, of King's College, London, has something of the same idea in this book, and Mr. Byrne of Blackrock, Mr. Clancy of county Clare, and Mr. Bodkin of St. Vincent's College—I think that they all see the importance of this fact.

12550. A great number of witnesses have advocated systems somewhat similar to yours—I do not say exactly the same?—Some system of money grants to schools according to their needs and capabilities.

12551. Mr. Justice MADDEN.—Your idea is, as I understand it, that the local effort and the local support would be evidence that the schools were required?—Exactly; not to have too many schools, but to have sufficient first-class schools over the country to bring Intermediate education within the reach of all, and to ensure that the head teacher and teachers would be fairly remunerated for this work.

12552. And your references to the starting of the school at Limavady are intended as some evidence that local effort might be expected?—Yes, I think so.

12553. Local effort was made there even under unfavourable conditions?—Yes, just so.

12554. And you think probably that if the conditions were more favourable local effort in proper cases would be forthcoming?—I believe so; yes.

12555. Did you read in to-day's paper the evidence of Dr. Foley, the Bishop of Kildare?—No; I have not read to-day's paper yet.

12556. It happens to be very much on the same lines as yours to this extent at all events, that he thinks there are localities in Ireland where small schools are required, and where, at the commencement, these schools could not be expected to earn money either as the result of inspection or as the result of examination, for some years?—No, because when a school is started, at first there is not much material in the school; a great many of the pupils are over-age, and others may have one year to prepare for the Junior Grade who do not know the Preparatory course at all.

12557. Rev. Dr. SALMON.—I have only to ask you just one question with reference to what you said, that your whole time was so taken up by examining classes that you had no time for teaching?—Not as I should like.

12558. I think the idea was that the portion appointed, I suppose, for English literature, was much too short to occupy the candidates during the whole year in learning it, and that there ought to be ample time for teaching that small portion, and to allow time for literary research?—When they commit to memory long poems, of course there is not much time to call their attention to anything else.

12559. I think that that committing to memory is rather a fault in the method of examination?—Yes, I see.

12560. I know that one of the remedies suggested was to give a course so long that it would be impossible to commit it to memory?—I know that my class have begged me not to have committed to memory Campbell's "Pleasures of Hope." I know they will come up groaning in the spirit, if they do not groan audibly, to their class in case they are asked to do so.

12561. Mr. Justice MADDEN.—Did you feel compelled to allow them to commit to memory that poem?—I do not know that I should, but I know that it has been done.

12562. Those who were keenly competing for honours, I suppose?—Yes. I think, then, that Dr. Harris in America has spoken strongly against the memory work. He says that "the habit of undue memorising at an early age tends to arrest development of soul at a mechanical method of thinking, and prevents further growth into spiritual insight." He is very much against memorising in early age.

12563. CHAIRMAN.—I do not think you would have much difficulty in convincing us all of the undesirability of that?—No; I think that has been dwelt upon by everyone.

12564. Rev. Dr. SALMON.—I find that these young children can commit to memory when they cannot exercise much judgment?—I think that is a kind of mechanical memory, and they lose it to a great extent when they begin to exercise their powers.

12565. Please do not run down memory, because I think it is the secret of all progress?—I would not do that; but I would not give it undue importance, that is all.

12566. Mr. Justice MADDEN.—And it should not be over-burdened?—Exactly.

12567. Rev. Dr. TODD MARTIN.—How do you propose that the local assistance should be given?—I thought at first that perhaps it should be by local subscriptions, as was done in the case of the Limavady school, and then afterwards that perhaps the rural district councils should be made the media of applying for Intermediate grants, perhaps might raise subscriptions by local taxation. It is merely a suggestion.

12568. Somewhat after the Welsh fashion?—Yes, I think so.

12569. Of coure there is a difficulty in local bodies in Ireland dealing with education, is there not?—I suppose there is. However, it was merely to ensure that a number of schools would not be started where they were not required.

12570. You would simply make the locality show its sincerity by paying the local aid?—Yes; that is all I meant to suggest.

12571. And if it paid it in fees it would be quite as good as if it paid it in any other way, I suppose?—I think so.

12572. Dr. BARKLEY.—Miss Boyd, you have told us that the school at Limavady was first started on a guarantee for five years. How was it provided for as regards buildings?—They paid rent for the buildings.

12573. Yes?—I think they paid—I suppose it would be about £30, but I am not quite sure.

12574. I thought that probably that would be the way it was worked, at the outset, at any rate. I see that there is still a school at Limavady earning results fees on the girls' side?—Yes.

12575. Is it the same school, or is it a different school?—No; it is not the same school. There was no school there for several years, but lately that one was started, about two years ago, I think, but I am not quite sure as to the date; it is since I left Limavady.

12576. In the Raphoe school, I see, results have been earned, both on the boys' side and on the girls' side?—I am in Raphoe only since the middle of September.

12577. I suppose that in some subjects the girls are taught in the same class as the boys?—I think there is just one class of that description at present. I do not know whether it should be reported or not, but the girls go in for Latin with the boys; I think that is the only class that I remember. I go to a separate class-room and teach the classes of boys there, and then return to the school-room to give the next lesson to the girls.

12578. What subject is your class of boys in?—What subject do I take the boys in do you mean?

12579. Yes?—I have them in English grammar, and I have the Senior boys in French translation and German grammar.

12580. So that it is just an arrangement to make the staff of a small school go as far as possible, I suppose?—Well, I suppose it is.

12581. I understood from what you said that it was in the year in which you were most successful in the Intermediate that your school at Limavady was brought to an end?—In Limavady?

12582. Yes.—Yes. That was the first Limavady school, not my own school. It was a dual school; both boys and girls were taught together.

12583. Was that an earlier school?—That was an earlier school than mine.

12584. But it had been specially successful in that year, had it not?—It had been, yes.

12585. Have you any knowledge of any direct influences being brought to bear upon parents to lead them to send their children to other schools?—In the case of my school I had, and Mr. Bain has mentioned a case to me also, where a successful school was got up in the country, with almost forty pupils, or about forty pupils in it, and direct influence was certainly brought to bear upon the pupils, and almost half the pupils were enticed away, and the school was given up. I am sure he would furnish the names, or any other particulars that were required.

12586. I suppose you do not want those names published?—No.

12587. But exact information could be obtained?—Yes.

12588. Mr. Justice MADDEN.—He mentioned to you the definite particulars of that case?—Yes, he did; and I have known it to happen myself. I know that some pupils at my own school were directly asked four or five times, as they told me themselves, to go to another school.

12589. Dr. BARKLEY.—And it was known that at the time they were attending an Intermediate school?—Yes; it was known that they were at my school.

12590. And it was not supposed that they were without means of receiving education?—Not by any means.

12591. Mr. Justice MADDEN.—They were regarded as profitable investments?—They were.

12592. Rev. Dr. TODD MARTIN.—In the case of that school where one-half of the pupils were touted for, as we say now, was the touting by one school, or by various schools?—I think in this case it was mostly by one school.

12593. By one school?—Yes.

The witness withdrew.

Rev. JAMES DALY, Principal, Diocesan College, Ballaghadereen, examined.

12594. CHAIRMAN.—Rev. James Daly, you are manager of the Diocesan College, Ballaghadereen?—Yes, I am.

12595. And you have been in charge of that school since August, 1887?—Yes.

12596. It was a day-school until 1893?—Yes.

12597. And in 1893 did you take in boarders in addition?—Yes.

12598. By a return which I have here, which, I think, was furnished by you, there were thirty-nine students upon the roll upon the first of November, 1897?—Yes.

12599. Is that right?—Yes.

12600. And some of these were not within the Intermediate ages?—Some of them were not within the Intermediate ages.

12601. As to results, you were paid upon one student in the Preparatory Grade, upon five students in the Junior Grade, upon four students in the Middle Grade, and there was no student who obtained results fees in the Senior Grade?—There was none presented.

12602. There was one presented in the Senior Grade?—No.

12603. According to your experience, I understand you to say that the French lesson is spelt throughout, without really an attempt at pronunciation?—That is not the case in my school.

12604. I do not ask you about your own school, but about your experience of schools generally?—Yes.

12605. I take that from your own memorandum?—Yes.

12606. Perhaps I had better read the whole sentence?—Yes, please.

12607. "In many schools very successful in the pass and honours list, the French lesson is spelled throughout, and hardly an attempt made at pronunciation"?—Yes.

12608. That is a matter within your own experience?—That is a matter within my own experience.

12609. In other words, if a boy was asked what was the French for "yes," what would be the answer?—Well, he might be able to pronounce that word.

12610. In other words, the principle would be *o-u-i*?—Yes, *o-u-i*.

12611. That is what you mean by saying that the lessons are spelled throughout?—Yes, and if they were asked to conjugate a verb——

12612. Take *j'ai*?—They would say *j'a-i*, *j'a-v-a i-s*, and so on.

12613. Is that mode of dealing with the French language extensively practised, as far as you are aware?—I think it is not extensively practised, but it is existent.

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Rev. James Daly.

12614. You say here that the Irish lesson is similarly spelled through, and if an attempt be actually made at the pronunciation of a very small word, the pronunciation of the word is in English? Quite English. I do not mean to say that that is the way it is taught in Connaught.

12615. Rev. Dr. SALMON.—It struck me that it was very odd if that was the way it was taught in Connaught?—Of course, it would be.

12616. CHAIRMAN.—Are you aware that it is taught in that way in some schools that succeed in getting results fees for Irish?—I am aware that it is taught in this manner. Such teaching is imperfect and useless, and, being conducted on the basis of English pronunciation, is a travesty on the language.

12617. Of course, the genius of the language is quite different from the genius of the English language?—Quite different.

12618. You refer here to touting for clever boys? —Yes.

12619. Have cases of that come within your own experience?—They have; cases of that have come within my own experience.

12620. O'CONOR DON.—From your own school?—Yes, boys have been taken from my own school.

12621. CHAIRMAN.—Now, I come to the recommendations that you make, Father Daly. I find that you say here, "I desire to advocate a modified form of inspection." Now, I would be glad if you would state in your own words what you are in favour of—what form of inspection?—I should perhaps, to lead up to that, be permitted to make a continuous statement.

12622. Certainly. If you have prepared any statement, give it in your own words?—I wish to state that although I have been teaching the Intermediate programme since August, 1887, I was not able to present any pupils at the Intermediate examinations until about four or five years ago, and I was only able to do so then through the concession made by the Board in favour of over-age students. I considered it a hardship that your definition of an Intermediate school and the stringent regulations with regard to the ages of candidates debarred my pupils and the school from all participation in the benefits of the Intermediate Act. But during those years, although I could derive no benefit from the Irish Intermediate Board, I was able to earn pretty large sums annually from the Science and Art Department in London. Fortunately, they have no age limits in the regulations of the Department of Science and Art. Even though I had no assistance —I mean no assistant masters—for the first six years of my experience as a teacher of secondary education, I was anxious to submit the quality and quantity of the instruction given my pupils to every available public test. The Intermediate examinations were out of the question, but in the Science and Art examinations my pupils passed successfully in mechanics, sound, light and heat, magnetism and electricity, physiography, and in mathematics—some passed in the third stage of this subject, the syllabus of which includes plane and spherical trigonometry. The principal test of the classics and English taught were the successes at the entrance examinations in Maynooth. I regret that in offering my evidence to the Board I must be somewhat personal, but what I want to point out is this: Ballaghadereen is in the centre of a very populous district. For many miles round—I should not like to say how many—there is no other Intermediate school. There are hundreds of National schools in the same section of the country, built, furnished and maintained at the public expense. Why not try to help secondary education in a district where there is undoubtedly much talent? I would respectfully suggest that you alter your definition of an Intermediate school so as to meet the requirements of secondary education in such a district. It is a noted fact that the parents of children in country districts are unwilling to send their children at any age under 15 or 16. A short time ago I was in the National school of the town in which I teach, and I found there eighteen pupils over 15 years of age. I cannot account for this unwillingness on the parents' part to send their children younger otherwise than on the assumption that they are unwilling to submit them to the high pressure and to the relentless competition that is practised under the Intermediate system. I think, too, that the parents of such children are wiser in their generation than children of light. I submit this definition of an Intermediate school: it is one, not a National or equivalent school, in which a number of the pupils are efficiently taught in classics, mathematics, and physical science. With regard to the examination of Intermediate pupils——

12623. O'CONOR DON.—On that point of the definition of an Intermediate school, would you require any particular number of students? What is it you object to in our definition of ten students; is not that a very small number?—I should think that ten students——

12624. CHAIRMAN.—You are making three distinctions between our definition and yours; first you say *a* number instead of ten?—A number.

12625. Secondly, you say "classical *and* scientific education," instead of "classical *or* scientific education"; and then, thirdly, instead of "National school" you say "National or any similar school"? —Yes.

12626. Those, I think, are the three differences? —Yes.

12627. O'CONOR DON.—Is not that rather restricting than extending the definition —I should say that perhaps some number is necessary, and ten is a convenient number.

12628. Rev. Dr. SALMON.—I think the general idea was that there ought to be a distinction between an ordinary school and a gentleman who has private pupils, some of whom are elementary, and some are not. Of course the pupils could still come and be examined by us, but the general idea is that we ought not to give encouragement to a school if it was not a school?—Yes.

12629. CHAIRMAN.—Now will you proceed with your statement; we are anxious to hear anything you have to say, and we will ask you some questions later on?—With regard to the examination of Intermediate pupils many suggestions are before you, and I can hardly add to the number. I would welcome any change that would diminish the present relentless competition between pupil and pupil, and between school and school. I would not go so far as to recommend the total abolition of written examinations. I would rather recommend a judicious blending of both oral and written examinations. I am therefore in favour of a modified form of inspection. I consider that it is essential to have a *viva voce* examination in modern languages, in chemistry, and in natural philosophy.

12630. Do you mean you would encourage the study of those subjects by increasing the marks? What you suggest is that we should encourage the study of chemistry and natural philosophy, is it not? Will you just repeat those last words?—I consider that it is essential to have a *viva voce* examination in modern languages, in chemistry, and in natural philosophy. I am of opinion that such inspection ought to be confined to the class-rooms, and to the work done therein. I consider inspection of dormitories and other domestic arrangements to be altogether unnecessary, and an undue assumption on the part of the State of the right to investigate and examine everything connected with the school. Should the principle of inspection be adopted, the inspectors from the State should make up their minds to this, that the teachers in Intermediate schools are ladies and gentlemen, and will tolerate

no one, however exalted, to treat them superciliously. Should your Board be willing, in the interests of secondary education in country districts, to relax the stringency of the age regulations, I submit that a useful employment of the services of an inspector would be to visit the school as early as feasible in the scholastic year, ascertain particulars of the students who are just commencing their secondary education, allow such beginners two years to prepare for the Junior Grade, three years for the Middle Grade, and four years for the Senior Grade. This would undoubtedly be a beneficial result arising from inspection. Another excellent result likely to accrue from inspection is the increased intelligence of manner in replying, orally, to questions put orally, and increased care on the part of the teachers to train their pupils to speak audibly, and with distinct articulation. The other advantages have already been put before the Board. I think that all education should be thorough, formative of mind and character, and I think that inspection will contribute to that result. With regard to the study of Irish, I would suggest that the Board deal considerately and, I may add, reverently, with the language. It is worth preserving. Here, again, would be found useful work for a small number of inspectors, skilled Gaelic scholars, to organise and, by their presence, to encourage the proper teaching of Irish. I lay stress upon the "proper" teaching of Irish, as I consider that it would be better to let the language die with honour, than to have it taught on the basis of English pronunciation. It has been generally felt that the memories of the students are unduly taxed at the expense of cultivating the judicial faculties, and I beg to propose a very simple remedy which, if adopted, would have very far-reaching results. In proposing this remedy, I may remark that I consider it to be a fundamental error in the education of the youth of the country that the study of logic is altogether postponed until the student reaches the university. For this reason, numbers of the youth of the country are never trained to reason properly, never taught the beauties and the attractiveness of the study of the art of reasoning. I consider that, in the proper study of all, of the Junior, the Middle, and the Senior Grades, an elementary knowledge of the rules of logic ought to be encouraged. I would therefore propose that in the Junior Grade the subject of English might be diminished in its amplitude; I would recommend a diminution of the quantity of poetry to be committed to memory—in this year the quantity of poetry in the Junior Grade is altogether excessive. In the Junior Grade, I would also recommend the relegation of Irish history from English to Celtic. In this way, the subject of English would be greatly —well, lightened; the extent of it would be greatly diminished, and I would propose, then, for the Junior Grade, the inclusion of such a book as Jevons' "Primer of Logic." In that grade the subject might easily be taught in connection with the analysis of sentences. In the Middle Grade, I would suggest that pupils be taught the half of Jevons' "Elementary Logic," which is a larger work, and in the Senior Grade, I would recommend the whole book. I think that in classics, and in English, the study of even this elementary amount of logic would greatly contribute to the proper understanding of those authors. In the Middle Grade, you have in Latin the speeches of Cicero: they are argumentative. You have in Greek, generally, or very often, the Apology of Socrates: that is argumentative throughout. In the various English classics too, even this elementary study of the art of reasoning would tend immensely to develop the judicial faculties of the pupils, cause them to understand and appreciate their work better; lay deeply down the foundation of habits of thought and principles of conduct useful to them in every detail of their after lives; such training will cause them to reflect, to reason, and to act less from impulse and more from deliberate motive. I make this suggestion with the firm conviction, that if it be adopted, its adoption will make of the youth of the nation the hope of a subsequent generation of profound thinkers and earnest workers; it may perhaps infuse into the public speeches of the future a little more logic, if less rhetoric.

12631. Have you finished?—I would also recommend, with regard to the teaching of science, that I consider that the Board should extend its fostering care to the promotion of the study of physical science in the schools of Ireland. This is an age of invention and scientific activity, and except we keep well to the front in the study of natural science, we will be left behind. I think that the number of marks in natural philosophy ought to be increased, that the examination papers ought to be rendered less difficult, and that the subjects ought to be made to partake less of the nature of mathematical physics.

12632. That they should be more of an experimental nature?—That they should be more of an experimental nature. Then, on the question of touting, I have to propose a remedy. I think that in the claim for payment, made in October, a column or two should be added in which the history—the educational history—of the boy might be traced; for example, where he was born, in what Intermediate school he studied last, and I would suggest that if a highly distinguished boy be induced by any means, no matter how, to go from one Intermediate school to another, and that if he were well taught the rudiments of the languages, or the sciences in one school, and pass successfully there, we will say, in the Preparatory Grade or the Junior Grade, a portion of the fees subsequently earned at other schools in the higher grades ought to go to the school in which the elementary instruction was given, and the rough work of training done. I would also suggest that the Board might give encouragement to secondary education *by localities*, if I may use the expression. I would instance the district from which I come myself, as an instance of the desirability of aiding secondary schools *by localities*. In this connection, I would say that if boys go from the provinces to large boarding schools elsewhere, those boys are either the sons of wealthy parents going to wealthy colleges, or they are clever boys taken on speculation. I think that neither the wealthy college nor the sons of wealthy parents need, or deserve the huge fees that are paid for their instruction. Then, if they are simply taken on speculation, I think that the amount of fees that are paid, should not be altogether such as would pay for the maintenance of pupils in such large boarding schools. Many of them which exist and flourish now, do so simply owing to the universal system of touting and advertisement. Both of these means are adopted to gather in clever boys from all parts of the country, and, as practised, are highly reprehensible.

12633. Taking the system now as it is, and without going into the altered system that you would suggest, I understand that you suggest that there should be a larger limit for over-age students?—Yes; I think that that is essential for the advancement of secondary education in rural districts.

12634. You suggest by your paper, which has been printed, that it should be two years in all grades?—Yes, that it should be two years in all grades, and also, that the same fees should be paid for over-age pupils as for under-age pupils. The fact that pupils do not come at a sufficiently early age should not debar the school from earning the full sums.

12635. Your experience, Father Daly, has been that, as a matter of fact, it is impossible to induce parents to send their children to Intermediate schools at an age sufficiently early to take advantage of the Act as at present framed?—That is my experience.

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12636. You say that you observed in one National school a number of students who were more than 15 years of age?—Fifteen years of age, and upwards.

12637. And upwards?—And upwards.

12638. Was there an Intermediate school in the neighbourhood to which those students could have resorted, if their parents wished?—There was an Intermediate school in the same town.

12639. Do you think would the fact of the education in the National school being gratuitous, and some fees, I suppose, being required to be paid in the secondary school, have had any effect upon keeping them in the National school?—Of course, I mentioned that fact, not to point out any opinion as to where they ought to be, but merely to point to the fact that parents are in the habit of sending their children to primary schools up to that age.

12640. I have no hesitation in saying that I think that students of 15 years of age ought to be in secondary schools, so you need not have any delicacy upon the subject whatever because of that. You know that up to the present we have not induced the parents in the districts with which you are acquainted to send their children to school at a sufficiently early age?—That is my experience.

12641. And that, at least to the extent of the districts in which that practice prevails, we should treat as students within the Act, students two years older than those that the competition limits in age?—Precisely.

12642. Very well?—And also, I would say that the Department of Science and Art have done excellent work in this country, and they have not insisted upon this limit of age.

12643. That is an argument in favour of it, but the main thing that I want to get at is, what it is that you think ought to be done, and I understand now that it should be to raise the limit of age two years above that for competition students, and make the results fees for over-age students the same as for students within the prescribed ages?—Yes.

12644. In other words, that our limits of age are to affect competition, and that the prescribed ages are to be two years more than those that we have at present?—Yes, that is my view, and also, that a function of the inspector to be appointed, would be, at the commencement of the scholastic year, to ascertain the pupils who are commencing their secondary education, and, if they begin at 16, to allow them two years in the Junior Grade, and if they did that, I think that very excellent work would be done.

12645. If every student was allowed two years extra, would not that suit your purpose?—It would.

12646. The next matter that I will take up in our existing system is the subject of natural science. You are of opinion that we ought to give a great deal more encouragement to the study of natural science?—A great deal more encouragement.

12647. Very well. By raising the marks?—By raising the marks, and by simplifying the papers—simplifying the examinations.

12648. You would be of opinion that we ought in those subjects to have a *viva voce* examination?—I am of that opinion.

12649. In order to test real teaching?—I am, and also, that in poor districts, or to poor schools in poor districts, grants or loans, should be made, in order to furnish the necessary apparatus.

12650. I will come to that at once, because that involves one great alteration in the principle of the Act. In order to aid schools in poor localities, and where the population is rather sparse, would you be in favour of our getting power to be enabled to help them in an exceptional way; that is, to give a greater amount of assistance to poor pupils and districts, than we would in such places as Dublin, Cork, and Belfast?—I would be in favour of the Board getting such additional powers, and that you would treat kindly struggling schools.

12651. Would you draw a distinction in reference to small schools, where there was but one in the locality, and where there were two small schools competing with each other, where the real work of education could be performed by one school?—I would. I would draw a distinction in favour of the one school that is trying to live and to do good work.

12652. Of course, you are aware that that would involve an alteration in our Act of Parliament, but are you of opinion that if we really wish to promote education, a provision of that sort would be essential?—I am of that opinion.

12653. The difficulties of education in Connaught, I believe, are very great?—They are very great.

12654. Much greater than they are in any other part of Ireland?—Far greater.

12655. And the result of it is that the amount of results fees that are earned there are very much less than they are in any other province in Ireland?—Yes.

12656. I find that in the year 1897, that is in the Report for 1897, which is the last report that has been published, the total amount of results fees that were paid for the entire of Ireland was £48,870 10s. 6d., and that of that total only £2,611 5s. 8d. was paid for Connaught, of which £2,166 8s. 2d. was for boys, and £444 17s. 6d. was for girls; that the number of schools that obtained results fees were only twenty-seven, of which twenty were boys' schools, and seven were girls' schools. You think that in the new system that is one of the first matters to which you would attach importance?—Yes.

12657. Very well. Now I come to a more general matter. You have used words in which I entirely agree—"relentless system of competition"?—Yes.

12658. You disapprove of the system of competition as it exists at present?—I do; I disapprove of it entirely and emphatically.

12659. Extending to every boy who enters for these Intermediate examinations?—Extending to every boy who enters.

12660. In your opinion, is there a large body of opinion amongst the parents of students against this excessive competition, or against this competition as it is carried on at present?—I believe that a great number of parents are unwilling that their children should be subjected to this very high pressure in matters of Intermediate education.

12661. You know as a matter of fact, that students are subjected to over-pressure and over-strain?—I do; I know that as a matter of fact.

12662. In your experience, did you find that that over-strain and over-pressure extends to boys other than those who are candidates for prizes; in other words, does it extend to students who find it difficult even to reach the pass standard?—Yes; the pressure upon such boys is excessive.

12663. On those who have a difficulty in reaching the pass standard?—Yes.

12664. And, I believe, you are of opinion that our present examination papers, if they are not too difficult, at least, they are not of a proper class, that they appeal too much to memory, and that there is a great strain in making up that memory work?—Yes, there is; there is a great strain.

12665. If the papers were so framed that it would be easier to pass, there still would be a certain number of students that would be just up to, or just under, the pass limit?—Yes.

12666. So that you see there will be a certain amount of strain upon a particular class of students, whatever be the programme, and whatever be the class of examination?—Yes, you cannot do away with a certain amount of strain in any system.

12667. But you think that these examinations have been so long existing in the country, and that the circumstances of the country are such, that at present, at least, we cannot do away with examinations?—No; I think that written examinations have a certain value of their own, and that it would not

be well to deprive the training of the youth of the country of that educational value that is involved in written examinations, but, at the same time, I would lesson the competition.

12668. And you would be of opinion that there should be oral examination?—There should be oral examination.

12669. You observe that there is a great deal of difficulty in carrying out oral examinations, having regard to the number of students under the Intermediate. Oral examinations necessarily should be in the schools?—Yes.

12670. Would you be satisfied that, instead of an actual oral examination of all the students, except in modern languages and natural science subjects, the inspector should see the pupils actually taught in the school, and thus be able to observe by their intelligent answers to questions asked by the teacher himself, that they really understood the matter in which they were being taught?—I think that such a system would be a great improvement on the educational system at present in vogue.

12671. But there should be some *viva voce* examination of each student to test pronunciation in modern languages, and practical work in physical science?—Yes.

12672. Now I come to your definition of a school. I suppose the first matter to be considered in the definition of a school is to try and draw a line, as well as it can be drawn, between primary education and secondary education?—Yes; I think that that is the first thing.

12673. We treat primary education as being provided for by Government grant under the National system, and that our money ought to be applied solely to secondary education?—Yes; that is my opinion.

12674. Then you suggest that the exception should be, not only National schools, but schools of a similar course; that is, teaching similar subjects, I suppose you mean?—Similar primary subjects.

12675. But the difficulty of that—do not take me as expressing any opinion against what you say, but I want to call your attention to the difficulty there is in that—is, that undoubtedly, under the National system, there are some subjects taught—extra subjects—that are plainly subjects for secondary education?—Yes.

12676. Such as Latin, French, and German?—But they are regarded as extra subjects.

12677. They are regarded as extra subjects; I see. The definition in the Welsh Intermediate Education Act, which is the only definition, I think, that we are able to get, though, of course, it does not bind us absolutely, is this: "The expression 'Intermediate education' means a course of education which does not consist chiefly of elementary instruction in reading, writing, and arithmetic, but which includes instruction in Latin, Greek, the Welsh and English language and literature, modern languages, mathematics, natural and applied science, or in some of such studies, and generally in the higher branches of knowledge." Do you think that that is too wide a definition of Intermediate education; it only excludes elementary instruction in reading, writing, and arithmetic?—I think that that is a little too comprehensive.

12678. Now, you observe by our rules, that we have restricted it very much more than that?—Yes.

12679. Because we require them to pass in a language in addition?—Yes.

12680. Now, do you think that we could further restrict Intermediate education by our rules, than we have done by our rules; you have considered our rules?—I have.

12681. And what we require as necessary for a pass?—Yes.

12682. Passing now from the school, which I will deal with in a minute, to the pupil, do you think that we could require more from a pupil to bring him within our Intermediate Act than we do require—these four subjects. If you have not considered that matter, I will not press it?—I think it would be sufficient to pass in the four subjects.

12683. To pass in these subjects?—To pass in the four subjects would be sufficient.

12684. Do you think that we ought to take any steps to see that Intermediate schools that obtained results fees confined their students to Intermediate students, and did not contain amongst their pupils, pupils learning only the primary subjects?—Yes.

12685. In other words, it should be not only Intermediate education, but an Intermediate school solely?—An Intermediate school alone.

12686. Now you say that you think it is unfair that there should be large fees paid as at present which pay for the boarding of students at large schools. Do you think that the results fees that are paid at present are capable of paying for more than the education of the students. What do you mean by that "to pay for boarding at large schools"?—I think that in the Middle and Senior Grades the fees paid are more than able to cover the expenses of boarding, and that, therefore, it is desirable on the part of managers of very large boarding schools to get a great number of clever boys from rural districts.

12687. Because the amounts that they earn are larger than the amounts involved by keeping them as students?—Exactly.

12688. Now, you know that not more than one-third of the students upon the rolls of Intermediate schools—either one-third or one-fourth—succeed in passing the examinations?—Yes.

12689. Now, if we could have a system by which the fees should be paid not upon that one-third or one-fourth, but upon all the students that were capable of passing a very easy examination, that evil would be remedied?—I think it would, and that the grant should be made to the school as a whole, rather than on account of individual pupils.

12690. Yes?—I think that would be a better plan than the present.

12691. That the number of pupils who pass should be an element that would be taken into account?—Yes.

12692. But that ultimately the grant should be made to the school as a whole?—Yes.

12693. The sections of which it was composed not being made public?—Yes.

12694. You think then that we ought to have a freer hand in the mode of calculating results fees?—You ought to have a freer hand.

12695. Do you think we ought to take into consideration the efficiency of the teaching?—Yes; I think a good school would not object to have the efficiency of its teaching tested and recognised.

12696. Now, you say, and I entirely agree with you, that we ought to foster science as much as we can?—Yes.

12697. You recognise, of course, the great difficulty in teaching science in small schools at present, on account of the expense of getting the apparatus?—Yes.

12698. I think, taking it at the average, we may take it that it would cost £50—£25 for chemistry, and £25 for natural philosophy. That is the sum that was mentioned to us?—It would take about that sum.

12699. You are aware that under the Science and Art Department there may be a grant of one-half the cost made by the Department, if the other half is provided by local aid?—Yes.

12700. I suppose that your experience is that it is very difficult, if not impossible, to get that other half subscribed by local aid at all; the school has to make it up itself?—The school has to make it up itself.

12701. Would you be in favour of an arrangement being made by statute by which we could co-operate

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with the Science and Art Department, and provide that other half?—Yes.

12702. So that the school, no matter how poor it was, if it had a sufficient number of apt pupils, would be able to commence the study of science without expense?—Yes. I think it would be most desirable that the utility of the Intermediate Board should be combined with that of the Science and Art Department.

12703. Do you see that we can do anything further towards fostering science than the matters you have already mentioned: that is, first, giving higher marks to science; secondly, having the written examinations of an easier and, what you believe would be a better kind, appealing less to memory; thirdly, *viva voce* examination in those subjects; fourthly, a supplement to the Science and Art Department grant. Do you think we could do anything more to foster science teaching?—I think that would be a great deal.

Mr. Justice MADDEN.—I think the Chief Baron has very fully examined you, and I am in full possession of your views; therefore, I need not trouble you with any questions.

12704. Rev. Dr. SALMON.—The only thing that occurred to me about the limits of age of pupils is that your recommendations go rather the other way from what some of our other witnesses have urged?—Yes.

12705. They say, on the other hand, that the difficulty is to get the boys to stay with them after they are 16 years of age, that they go off to other professions, and so forth, and they think that extending this age for boys in some districts is a thing not to be encouraged, but rather the other way?—I think that in rural districts the age limit should be extended. Of course, in cities and large centres the race of life is quicker; they commence responsibilities earlier, and also, besides that, I think the class of boys that are sent earlier to school belong to the wealthier classes, that they are enabled to enter the universities earlier than poor boys are, and that an exception ought to be made in favour of the poor boys.

12706. That is a question open to discussion. Some say that it is not an exceptional favour to them at all; that it is very good to encourage a poor boy with brains to go in for education, but that for an ordinary poor boy it is a source of mischief to give him a higher education than he will want for his walk of life?—I think there are a great number who are getting a higher education, who will never make any use of it.

12707. I think that that is one danger to be guarded against. Of course, there are differences in wealth in different districts, and the West has always been rather backward in point of wealth compared with other parts of Ireland?—Yes.

12708. I recollect that when Galway College was founded, I was told then, and it was generally circulated, that there had not been a bookseller's shop in Galway till the college was founded. I do not know whether that is true or not, but it was represented to be at the time. However, it was chiefly about this difference in age that I wanted to ask, because I have great difficulties about it. I do not like to encourage parents to delay sending their children to school; I would rather encourage them the other way, so that he might be tried earlier, and if they found that a boy showed ability he would be worth pushing, but if he did not, he should go to some other walk of life?—I think in cities that that would apply, but in country places you cannot induce parents to send children to a higher school—to a secondary school, at the age which would bring them under the operation of the Intermediate Act. It has been tried now for twenty years.

12709. But what induces them to send them at this more advanced age?—They think they are better able to stand the strain then.

12710. Mr. Justice MADDEN.—If we diminish the strain, as we may hope to do, possibly that reluctance on the part of those whom you distinguish from the children of light, might vanish?—Perhaps it may.

12711. Mr. Justice MADDEN.—Well, let us hope so!—Yes, let us hope so.

12712. O'CONOR DON.—Your school, Father Daly, is a mixed day and boarding school?—It is a mixed day and boarding school.

12713. How many pupils have you in the boarding school?—There are about twenty-one in the boarding school, and about the same number of day pupils.

12714. Do the boarding school and the day pupils come from any distance, or are they mainly from the neighbourhood of Ballaghadereen?—From the diocese; they are really from the neighbourhood of Ballaghadereen.

12715. Most of them are from the neighbourhood of Ballaghadereen, both day and boarding pupils?—All the day boys are from the neighbourhood.

12716. All the day boys, of course, are?—And most of the boarders are from immediately about the neighbourhood.

12717. It was pointed out to you that a very small sum of money was paid for the education of boys in connection with Intermediate education in Connaught. I suppose you are aware that a great number of the Connaught boys go to other provinces to receive that education?—Yes, they do, and they distinguish themselves very considerably.

12718. CHAIRMAN.—The poorer classes cannot afford that?—No, the poorer classes cannot afford that.

12719. The humbler classes cannot afford it?—No.

O'CONOR DON.—Is there very much difference, for instance, between the cost in a boarding school in Connaught or any other part of Ireland; would not the main difference, if a parent sends his child to a boarding school, be the cost of travelling to the boarding school?

CHAIRMAN.—I meant in reference to the day schools entirely—in reference to the humbler classes who would be taken from the National schools.

12720. O'CONOR DON.—You have explained your views so very clearly that it is not necessary for me to ask you many questions, but you have stated here in your printed evidence that some time ago an inspector of National schools offered, on behalf of a certain President, to a clever boy, a free place in a large college. Was that offer made to a boy in the National school, or was it to a boy in the Intermediate school?—The offer was made to one of the boys in one of the higher classes of a National school, who was about to begin his secondary education in the immediate neighbourhood.

12721. Do you think there was any great harm, if an inspector found that there was a very clever boy, who would be very likely to get on well, if he had a chance, and who was then in a National school, in his saying, "I know a school where they will give you free education"?—I think it was altogether outside the business of an inspector to say that he had general powers to offer such facilities on behalf of any brilliant pupil, however brilliant he might be.

12722. I only want to make it clear that he did not go to an Intermediate school for this purpose?—He did not.

12723. It was to a National school?—Yes.

12724. There are no other Intermediate schools at all in your neighbourhood?—No, there are no others—not within thirty miles.

12725. CHAIRMAN.—Roscommon, I suppose?—Yes, but in every other direction it is about thirty miles.

12726. O'CONOR DON.—There is none in your diocese?—No.

12727. Rev. Dr. TODD MARTIN.—Father Daly, will you state again precisely what your plan to

encourage Intermediate schools in districts like yours would be?—I think, in the first place, that the school ought to be taken as the unit, and that if the inspector, or the representative of the Board, is satisfied that good, practical work is being done there, both in the classical and scientific sides of the school, a grant should be made in favour of such a school.

12728. How would the grant be fixed?—It would be a grant, partly depending on the results of the written examination, and partly depending on the inspector's report as to the character of the work done. Then, I should also suggest that, in order to encourage a boy to remain at home, and to diminish the evils of touting, extra fees would be paid in respect of pupils if they studied in their own neighbourhood.

12729. You would increase the results fees of a boy studying in his own neighbourhood?—To a boy studying in his own neighbourhood.

12730. And is it by that means you would compensate a school for the smallness of its numbers? Its numbers are small, I understand?—Its numbers are small.

12731. And you must keep an efficient school, paying a fair salary for the teacher?—Yes.

12732. How do you provide that salary in a small school?—I think that in the case of a struggling school, an effort should be made by the Board to increase the teaching staff, and allow a certain grant for the teaching—to constitute a sum, out of which the teaching staff would be paid.

12733. Do I understand then, that you would have, first, the ordinary results fees, secondly, an increase on the ordinary result fee, on account of the peculiarly difficult position of the school; and, thirdly, a grant to increase the teaching staff?—Yes.

12734. Mr. Justice MADDEN.—It seems to me that you could summarise your idea by saying that we should do something to produce results, and not pay for results when produced; is not that your idea?—I am speaking from my own experience. I had for six years to teach this school single-handed, and, of course, in that case there could not be very much results. There were considerable results in the Science and Art Department. I should suggest that in a populous district like that in which I live, there is great scope for secondary educational work, and that in order to have that work efficiently done, special assistance should be given, in order that a sufficient staff of teachers might be maintained and paid for decently, to do that work.

12735. CHAIRMAN.—Do you think that that might be only temporary, Father Daly; that, after some years of nursing, they would be able to support themselves?—If it were even temporary, it would enable the school to get upon a sufficiently solid basis, then it could take care of itself.

12736. Dr. BARKLEY.—Father Daly, you told us of a peculiar system of teaching Irish. Does that prevail in districts where Irish is a spoken language, or only in places where it is taken up as an extra subject, in order to get marks from the Intermediate?—It does not prevail in districts where Irish is spoken, but it prevails in other districts where it is not spoken, but where it is merely taken up as a subject for gaining marks.

12737. You propose to transfer Irish history from the English course to the Irish course. Would not one result of that be, that a very large number of our candidates would have no Irish history at all in their course?—Yes, that would be a result.

12738. Is that a desirable result, do you think?—Well, that is not desirable.

12739. Mr. Justice MADDEN.—You, probably, did not anticipate that when you made the suggestion?—No; I would willingly see the extension of the number of schools that taught Irish upon a solid and scientific basis.

12740. Dr. BARKLEY.—We cannot expect many schools in parts of the country where Irish is not a spoken language, to take it up as one of the subjects they teach?—I did not anticipate that difficulty, and withdraw the suggestion.

12741. Mr. Justice MADDEN.—You have an open mind?—Yes.

12742. Rev. Dr. SALMON.—Miss White complained very strongly that she was obliged to teach her girls the date of the Battle of Ballinamuck?—Too much importance is attached to unimportant dates.

12743. Dr. BARKLEY.—Your principal difficulty about the definition of a school related to the age limits, I think?—Yes.

12744. And that is a local difficulty, applicable more to Connaught than to the country generally?—I can only speak from experience of the district in which I live myself, but there it is a local difficulty, and it exists.

12745. Was there anything in the circumstances of your school, apart from the fact that you were the sole master for a time, that made it impossible for you to send up pupils for the Intermediate, until three years ago?—The age limit was the only point.

12746. Had you not ten pupils in the school within the prescribed ages?—No, I had not.

12747. Of course, as the definition stands, it includes pupils under the age, though it does not include those over the age?—I had not ten pupils within the prescribed ages. I had not the numbers; they have increased greatly within the last five or six years. I began with six pupils; I have now forty-two.

12748. You spoke of the unwillingness on the part of parents to send their children at an early age to a secondary school. May not that be because the parents themselves do not attach any special value to secondary education?—They do attach value to secondary education, but they do not understand the desirability, and they do not appreciate the desirability of sending their children to school at the age at which we would require them to be sent in.

12749. Are they sent very early to the National schools in your districts, or are they sent to those schools late also?—They are sent at the average age, I should say.

12750. The pupils who remain in National schools up to the age of 15 do not remain on the ground that they came to the National schools late?—Well, I have not considered that; I have not sought information as to the age at which these pupils, who are now over 15, came to the National schools.

12751. But were they in the highest classes in the National schools?—They were.

12752. With reference to your experience in Science and Art Department examinations, do you think that our examination could be made to fit in better with the system of the Science and Art Department examinations?—Yes; I think that your science examination could fit in better if you amalgamated with the Science and Art Department.

12753. Do you send up any pupils to our Intermediate examinations, taking up chemistry and natural philosophy?—No, not for the last two years.

12754. And do you continue sending in pupils for the Science and Art Department examinations?—No, not lately, because the revised rules of the Science and Art Department clash with yours, and they render it impossible to combine both Intermediate and Science and Art teaching.

12755. With reference to the removal of pupils to other schools, I think that your proposal applies not only to removal on the ground of touting, but to removal on other grounds, such as, that parents considered that a better education could be obtained in a more distant school?—I would not interfere with the liberty of parents in sending their children where they liked, but where such

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undue interference existed, I think it should be within the powers of the Board to check that undue influence.

12756. But the question arises, of course, whether it is undue interference in every case or not. It may not be undue interference if a parent sends his child to another school, on the ground that he is likely to get a superior education there to what he can get locally?—Yes. I think if you adopted the suggestion that I have made in my written testimony, that is, to have local exhibitions in favour of clever boys in a certain locality, provided that they study in that locality, and if you encourage a great number of struggling schools, you would deal a death-blow to that pernicious system of touting.

12757. I see from your own results that you had no pupils presented in the Senior Grade, though you had four presented in the Middle Grade. Might not the parents of one of those four pupils who passed in the Middle Grade, think that he would have a better prospect of doing well if he were sent for the Senior Grade to another school, where he would be taught for the Senior Grade along with other boys?—We had no boys qualified by age last year to put in for the Senior Grade; they were either over-age or only eligible for presentation in the Middle and Junior Grades.

12758. I suppose some of the four who passed in the Middle Grade think of going on to the Senior Grade?—They were not up to the standard.

12759. They might go in for the Senior Grade this year?—They are in the Senior Grade this year.

12760. Some schools offer free scholarships to boys entering those schools, but I think those free scholarships are generally limited as to age, so that they would not attract your advanced boys. If they drew any boys away they would draw those who entered school early?—They would withdraw those boys who, left to themselves, would come to the local schools, and that I consider to be an unjustifiable interference. There is another reason why I object to touting altogether. It may not commend itself to this Board as a whole, but it is this, that I consider that touting for clever boys has the effect now, of withdrawing them from secondary schools in the neighbourhood, and that ultimately that will tend to deprive the clergy of provincial dioceses of the services of brilliant clergymen. But that is a matter for the consideration of another body rather than this, but it is a subject upon which I feel very deeply; it deprives provincial dioceses of the services of possibly brilliant clergy.

12761. There is nothing that brings us into contact with facts in regard to touting. We do not know simply from the fact that a boy has received part of his education in one school, and then goes to another school afterwards, that any improper influences have been used to induce him to leave the one school for the other?—You have not now, but you might leave yourselves open to inquire. Suppose that you have, as I suggested, a column in the claim for payment, which gave, in a brief way, the educational history of the pupil—that he has been taught for so many years in such and such a provincial school; then you might correspond with the manager of that school in which the pupil had studied in the early grades, and you could ascertain from him whether any such improper action took place or not.

12762. But if he alleged that improper action had taken place, it might be necessary to carry the inquiry further, and inquire from the head of the other school on the subject, and he might say that no such action had taken place on his part, and that if any influence was brought to bear, it was entirely without his knowledge and consent?—Yes. But I think that the proportion of fees that goes to the second school is altogether excessive of what they deserve, taking into consideration the immense work that must be done in the first school to ground the pupil in the rudiments of the language, and to teach him thoroughly. For such rudimentary education small fees are paid in the Junior Grade and the earlier grade, and when the work is made comparatively easy by the pupil being thoroughly grounded in the languages and science and so forth, the boy goes smoothly through the Middle and Senior Grades where there are exorbitant fees paid. All these fees go to the school in which the comparatively easy work was done, and none at all, or a very small proportion, to the school in which the great work was done.

12673. On the other hand, in the larger schools the classes for the Junior Grade would be very large, while the classes for the Middle and Senior Grades are comparatively small; so that, while they are paid large fees on the individual student, they are not earning large fees on the class as a whole?—I do not know anything about that—about the relative numbers.

12764. O'Conor Don.—Do you approve of the publication of the results in the form followed at present?—I do not; I think that the publication in the present form leads to most pernicious results.

12765. Chairman.—It makes competition keener?—Yes.

The witness withdrew.

W. G. Conolly, M.A., LL.D., Headmaster, The Grammar School, Bangor, Co. Down, examined.

W. G. Conolly, M.A., LL.D.

12766. Chairman.—Dr. Conolly, you are a Master of Arts, and a Doctor of Laws, of Trinity College, Dublin?—Yes.

12767. You are Headmaster of the Grammar School in Bangor, county Down?—Yes.

12768. You were Assistant Master in the Coleraine Academical Institution for five months, Assistant Master in Foyle College, Derry, for two years and eight months, and you have been Headmaster of Bangor Grammar School for five years?—Yes.

12769. You have visited the leading English and Scotch modern public schools, and studied their systems in detail?—Yes.

12770. Now, I will first take the particulars of your school. According to your school rolls, there were, on the first of November, 1897, forty-two students in the school?—Yes; the number has increased considerably since.

12771. We will take just this one first, and I will ask you about the others after. Of those, am I right in saying that there were nine that were under our Intermediate ages?—Yes.

12772. So that that would represent thirty-three who were within the Intermediate ages?—Yes.

12773. Now, this year, Mr. Conolly, how many have you within the Intermediate ages?—I have got about thirty-six, I think.

12774. Last year, five of your pupils passed in the Preparatory Grade, three in the Junior Grade, one in the Middle Grade, and one in the Senior Grade?—Yes.

12775. So that I suppose we may take your school rather as a type of the small schools in the North of Ireland?—Yes.

12776. Now, you have had experience of the working of this Intermediate Education Act for how many years, altogether?—I suppose since 1882.

12777. I find that your opinion is that the Act has failed to promote the three aims of the intelligent educator—intellectual training, moral training, and physical training; that under the system teachers are induced to aim at a higher standard of accumulation of facts in the minds of their pupils, but to

neglect the development of the reasoning faculties?—Yes. I think that the power of the memory is the only power that is developed.

12778. There are a number of most interesting matters that are stated in the answers you have sent in to us under the heading, "Part I. (1), Practical working of the System." May I ask you have you stated all these matters as matters that have come within your own personal experience?—Yes, I have.

12779. Yes?—And some of these matters I would wish to supplement, because this evidence was put in in a hurry.

12780. I will give you the fullest opportunity of doing so. You say, "Indeed, the system has given a great encouragement to 'grinding' and 'cramming' pure and simple. A few visits to most of our large schools would show that special classes, with special teachers, are arranged for these examinations, and that the well-known methods of the professional 'grinder' are almost universally adopted." Now, that is a matter of your own experience?—Yes. In the case of the larger schools, only a small percentage of the total number of pupils within the Intermediate ages are sent in for the examination—that is, the clever boys.

12781. Yes?—Not the boys who are rather backward or of mediocre ability.

12782. Those of average ability, I should say, as a rule, are not sent in?—No, they are not.

12783. That is so far as I can judge from the reports on the subject. In reference to these clever boys that are sent in for the examinations, you say that the well-known methods of the professional 'grinder' are almost universally adopted?—Yes.

12784. That is, they are not soundly taught?—They are not taught anything by means of their reasoning faculties; they are not taught to reason anything out for themselves.

12785. Simply the memory is appealed to?—Yes.

12786. Now as to the pupils. You say, "The feverish anxiety to acquire exhibitions and prizes displayed by pupils—an anxiety intensified by that of their parents and teachers—exercises a very demoralising influence. Some teachers are so anxious to obtain clever pupils who will do them credit at the Intermediate examinations that they have inaugurated a system of 'pupil-grabbing,' for no sooner is the list of marks published than it is eargerly scanned to find what pupils entered from private and other addresses, may possibly be induced to come to such and such a school. Parents, too, with clever children, often barter them to the bidder that will make the greatest reduction in terms. Truly a sad and degrading spectacle! And yet a fairly common one." Now, I assume that that is a matter within your own experience?—Yes. I believe that in the case of "pupil-grabbing"—that is, the case of pupils who have been successful in elementary grades—you could find hundreds of cases where they have been grabbed for the Middle and Senior Grades.

12787. There are two matters in that, to which I wish to direct your attention. You say that that is a system, and that it is a fairly common one?—Yes.

12788. I take it these two words represent your own experience—I do not want you to go into particulars?—No, I should not like to go into particulars.

12789. "Again, another injurious result of the system is that it induces the neglect of physical training. In many schools, a portion of the time that used, originally, to be devoted to useful recreation—cricket, football, tennis, etc.—is now occupied with extra studies for the Intermediate examinations, and thus the mind is developed at the expense of the body." Now that is, I take it, a matter of actual experience of your own?—Yes, particularly in the summer time, when the Intermediate examinations are within measurable distance.

12790. You also say that "the funds of the Board have not benefited education generally, though they have improved the financial position of the teachers, but the bulk of the funds, at any rate in the North of Ireland, goes to large schools, which, taking into consideration the number in attendance, or their endowments, or their scales of fees, or all these combined, ought to be self-supporting"; and that, therefore, the schools "that least require assistance are those that derive most benefit from the system"?—Yes; I should like to give some evidence upon that point.

12791. Well, we will take it now. Say everything you have to say in reference to that point, because it is a very important one?—I think it is most unfair.

12792. Excuse me; you seem to have written out something there. Kindly make a statement now in your own words of anything you wish to say, and I will resume my examination afterwards. If you would like to take up your statement from the beginning, you can do so?—The first point is the disadvantages of the system, as far as small schools are concerned—schools like my own, for instance, with about sixty pupils, and a competent staff. For example, I have four assistant masters, and I started with eleven pupils, and I have spent every penny, practically, of the income of the school in developing it. Such schools supply a much-needed want in a particular locality, and the interests of these smaller schools deserve consideration, because they must represent in the aggregate a very large proportion of the pupils who are receiving education in Ireland.

12793. You may assume that they represent a substantial portion of the schools in connection with the system?—Yes. In a small school the age limit prevents boys of equal capacity being grouped together, whereas in large schools their numbers necessitate various subdivisions, which can readily be adapted to the Intermediate examination requirements. For example, in a small school, a few boys of, say, 15 years of age, could very easily be classed with other boys of 16 or 17. But the Intermediate system forces us either to forego its examinations altogether, or to put those boys into separate classes, thus necessitating the employment of two masters to do the work of one. Such a school derives from the system little, if any, pecuniary benefit, and would be better without the system at all. You may then ask, why do we send any pupils for these examinations?—Well, some parents must have their boys compete. There is, however, a steadily increasing antipathy to the system, which will enable me to dispense with its examinations altogether—that is, of course, if they are retained. I find, in the matter of organisation, that I could have a much better organised school, irrespective of the system altogether. No new methods can be introduced. Thus, in teaching languages, all the grammatical anomalies, or syntactical technicalities, must be committed to memory before a pupil can pass even in the Preparatory Grade. Many a student, consequently, takes a dislike to his languages, and fails to make satisfactory progress. A boy's work should be made as interesting as possible, and the best way to do this is to give him an easy translation book as soon as possible, so that he may acquire a vocabulary, for, unless he acquires a vocabulary, he will, of course, never be able to do any good in anything else connected with the language.

12794. He will never know the language?—He will never know the language. As far as games are concerned, the only game now enthusiastically cultivated is football, and that because in winter, when the game is played, the Intermediates are too remote

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to damp the ardour of the pupils. Cricket is a failure; in fact, I know of one school in the North of Ireland, with between 300 and 400 pupils, which has not got a cricket team. Properly organised games are the best means of promoting a healthy, moral tone in a school. It has been given in evidence that the increased application to study, caused by anticipation of the annual examinations, have the same result, or a similar result. That is quite possible; but what of the pupils who do not compete, and who, according to the evidence, form the majority of the pupils? As to "pupil-grabbing," I know of several cases which have come directly to my own personal knowledge. I know of a gentleman, whose son got a high place in the Intermediate examinations, and who got offers from four or five schools, to educate his son for nothing.

12795. Was that to educate him at a boarding school?—Yes.

12796. To educate him and board him for nothing?—To educate and board him for nothing. This gentleman, too, was not, I think, one of those who ought to receive benefit under the Act. As to the neglect of backward pupils, I have had several pupils who had been failures at other schools, and the reason always given was, that they had been neglected in favour of the Intermediate candidates. The remarkable fact about these boys was, that, though not very brilliant, they were by no means stupid, and afterwards passed various examinations very creditably. But the boys required a considerable amount of individual attention. In regard to commercial education, I should say that I am altogether in favour of encouragement being given to commercial education, although I do not approve of the division into any such distinct and separate courses as have been proposed. In a large school in receipt of a large income, two distinct courses could, and ought, to be adopted, but in smaller schools it would be necessary to make a choice of one course, and thus these schools would be forced to become either pure grammar or pure commercial schools, and would, consequently, fail to meet the requirements of their locality as a properly organised school can do at present in the matter of classical and commercial education. The boys intended for a commercial life are in the majority, but, in the case of my own school, if the curriculum were suited solely to these, what of the remainder of the pupils, who form one-third of the whole number? A separate commercial course would, I believe, be a failure. The commercial education scheme of the London Chamber of Commerce has been a failure, owing to the want of candidates for the Junior and Senior Certificates. Schools are not prepared to bring themselves into line with such cast-iron uniformity as is required. I think such uniformity in Irish schools would be highly objectionable, and impossible of attainment in every school. The present neglect of the commercial side would be remedied if increased marks were given to commercial subjects, that is, to mathematics, shorthand, and book-keeping. Precis should be a separate subject, and it should be possible for a student on the classical side of a school to take this subject, as it is required in various Civil Service examinations. I would do away with commercial French, commercial German, etc., but I would increase the marks for the languages themselves to, say, 900, and have them properly taught by dictation, reading, recitation, and correspondence. I believe it is not the want of knowledge of commercial terms that is found fault with; it is the fact, that young men entering business, have not got a practical, or useful, knowledge of the language.

12797. They would not be able to write a letter?—They would not be able to write a letter. The student could easily afterwards, if properly taught on these lines, acquire whatever additional knowledge of the commercial portions of these languages would be necessary. The commercial instruction in these languages, upon both the commercial and the classical sides of the school, could be taught, to a great extent, together, as far as languages are concerned. A small school could then have classical and commercial sides, as at present, because both sides could be taught English, a modern language, or languages (optional) mathematics, and science subjects together. This arrangement could bifurcate into classical and commercial sides by leaving Greek, Latin, a modern language, science, book-keeping, and shorthand optional. Such an arrangement would not interfere with the individuality of the teacher in any respect, and you would still have practically two courses, a classical and a commercial one. Under the system, I think, there is a great tendency to neglect reading, writing, and recitation.

12798. Elocution?—Elocution, yes. Under the results system, big schools that, owing to high fees, or ample endowments, ought to be self-supporting, obtain the lion's share of Intermediate education money. It is most inequitable that schools with endowments of several hundred pounds per annum—in fact, with endowments running up to four or five figures, for there are some schools with endowments as ample as the sums I have mentioned—should be allowed to send in students to compete and to draw results fees from the Board. I would retain the examinations, if they are to be retained at all, solely for the awarding of prizes and exhibitions to deserving students, but I would not publish the results, for the following reasons. I would retain the examinations, first, because it is only by examination that the students best entitled to such awards could be selected. If such rewards depended on the discretion of school managers, or were given in proportion to the numbers in attendance at a school, students of very unequal merit might be similarly rewarded. Secondly, such rewards would be an encouragement to teachers and to pupils. Thirdly, the evils of "cramming" would be obviated, because only the very best pupils would compete for such awards, and these are the pupils who would suffer least injury from the process. Fourthly, the abolition of the results fees would prevent the cramming or undue forcing of ordinary pass pupils. Then, in regard to the age limit, I have only put down this limit solely for the honour candidates—candidates for exhibitions.

12799. Your view is that there should be no examination for the ordinary pass students?—Yes, or if you retained the examination, there should be no age limit at all for any of the candidates. According to what I recommend here, it practically comes to the abolition of the Preparatory Grade, or the transformation of the Preparatory Grade into the Junior Grade, so that there would then be only three Grades, the Junior, Middle, and Senior.

12800. You would propose to have three Grades, corresponding to our Preparatory, Junior, and Middle, however we might call them?—Yes, for this reason; there is no necessity for the present Senior Grade, because the University Honour Matriculation examinations afford a very fair test of a school's efficiency, and encourage specialisation. Sometimes a pupil, for instance, is prevented from going to one university owing to the Senior Grade.

12801. Because he has to retain his exhibition?—He goes on to the Senior Grade, and, if he is under 19 on the 1st June, he may be over 19 on the 1st November, and cannot compete for Trinity College Junior Exhibition; consequently, he goes into the Royal University, when he might prefer to go into Trinity College.

12802. Will you just develop that a little. Supposing he is under 18 in the Senior Grade; he remains in the Senior Grade because he has got a Middle

Grade exhibition, and he wishes to earn his £30 in the Middle Grade?—Yes, or to compete for the Senior Grade, in order to get a £50 prize.

12803. Just show us now how that has a tendency to unduly interefere with his entering Trinity College?—Well, he may be under 19 years of age in the succeeding November; it would require another year to prepare for the Trinity College course.

12804. To prepare for the entrance scholarship?—Yes, because there are two months holidays, and he could not prepare the course in the meantime.

12805. The Trinity College examination would be about October?—Yes.

12806. And he must have time to prepare, and although under 18 in June, at the time of our examination, he might be over 19 at the time of the competition for the Trinity College scholarship in the succeeding year?—Yes.

12807. Rev. Dr. SALMON.—Would not our training here be a very good training for the Trinity College examination. I do not see why he would require another year?—He might not have time to prepare for the Trinity College Junior exhibition course, which is not the same as the Intermediate Senior Grade course.

12808. Rev. Dr. SALMON.—That is a defect in our Intermediate system, and I hope it will be remedied —that it should not be a preparation for another examination elsewhere in the same subjects?—

12809. CHAIRMAN.—Should he not be able to go in—supposing he pass high up in our Senior Grade in the month of June—ought he not, if the course were properly framed, having regard to the university courses, to be able to compete for an entrance scholarship in the succeeding year?—Yes.

12810. Rev. Dr. SALMON.—A good deal of the evidence we have had tended to show that our examinations went in the form of making boys prepare a particular book in the place of learning a language. Suppose our examinations were so improved that at the Intermediate examinations a boy was taught really to know Greek and Latin in place of having a knowledge of a particular book, would he not be prepared to pass an examination in Trinity College, or anywhere else, in Greek and Latin?—Not where there is a special course provided. There would require to be an improvement in both courses.

12811. CHAIRMAN.—An alteration in both courses?—An alteration in both courses.

12812. Rev. Dr. SALMON.—I know the Trinity College course is exceedingly wide?—It is, but most of the candidates for that exhibition read the whole course.

12813. But they need not?—I should not approve of any texts being set for the Intermediate candidates in the Middle or Senior Grade at all.

12814. You would rather have no prescribed authors at all?—No prescribed authors at all.

12815. Then the choice would only be between a very wide course and no prescribed authors at all?—Yes.

12816. You disapprove of the small amount of prescribed matter at present?—Certainly.

12817. Well, if our courses were so altered that either there was no prescribed course or a very wide course, then candidates for the Senior Grade could easily go in in the October of the same year for the Trinity College exhibitions?—Yes, that is so.

12818. CHAIRMAN.—Will you now proceed with your observations?—Again, if the present Middle Grade course became the Senior, and were so arranged that the universities would recognise a pass in it as a substitute for matriculation, more boys would be encouraged to compete.

12819. But you observe we cannot control the action of universities; they are independent entities, and must act according as they think fit?—Yes, but the Senior Grade examinations are recognised by some examining bodies as equivalent to matriculation.

12820. I know, but surely neither we nor Parliament can force that upon any independent body.

Rev. Dr. SALMON.—May I ask what good it would be to recognise the Senior Grade as a matriculation examination. The object of our matriculation examination is simply that we do not want to take any boy's money if he has not a chance of going on with his course, and that is what the matriculation examination is intended to ascertain. Any one who has passed the Intermediate Board's Senior Grade examination, ought not to have a moment's hesitation in offering himself at our matriculation examination without any special preparation. There is no difficulty about it.

CHAIRMAN.—When I was a boy, there was no special preparation for entering Trinity College at all.

12821. Rev. Dr. SALMON.—The thing is very easy. We have to be a little particular, because, I think some external places recognise our matriculation examination?—But the difficulty does not arise in the Trinity College matriculation examination so much as in the Royal University, where the course is the same as the Middle Grade course.

Rev. Dr. SALMON.—There comes the question of courses again.

12822. CHAIRMAN.—You would rather, in the Senior Grade, the course was senior to the matriculation—it would seem to be the more reasonable?—Yes, certainly.

12823. Now proceed, please?—What I think requires encouragement more than anything else is the teaching of science. Science has been neglected altogether of late years, owing to the small amount of marks given for science subjects. Besides, if a boy wishes to enter upon a course of study in a technical college, such as the Yorkshire College, Leeds—I have known many Irish boys who have gone there—he requires a knowledge of chemistry to take proper advantage of the course.

12824. Is there anything else you wish to mention?—Those are the only things.

12825. Just a few questions in reference to that. You have said that it is unfair that richly endowed institutions should be at liberty to compete with smaller schools?—Yes.

12826. Of course you are aware that, however that may be, that is involved in this Act—that no rules of ours could prevent that?—Yes, I am aware of that.

12827. The Rules of our Act say that "No exhibition or prize (except medals or minor prizes) under the Act shall be tenable by any student holding a scholarship exhibition, or free scholarship from any other endowment"; and that it makes no exception in reference to results fees. Are you aware of that?—I am aware of that.

12828. And then if you go back to the general clause in the Act you will find these words: "For prescribing and satisfying themselves as to the observance of the conditions upon which managers of schools may receive payment of results fees." Under that we would not be able to exclude a manager who did not think fit to give up his endowment—a thing it would not be possible to do. I only want to show you that that is a matter arising upon the Act, and not any error (if it be an error) in administration. But we have got power to recommend alterations in the Act—I do not mean at all to make any suggestions against your evidence, I want simply to show that some of these matters are involved in the Act, and can only be altered by Parliament—that it is not a matter of administration. Now, I think we all agree that the teaching of natural science is very important, and that we ought to give it every encouragement that we can. But,

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of course, you recognise the importance of our encouraging only matters that can be really taught—that will not result in anything of the character of sham teaching or unsound teaching. Is not that so?—Yes.

12829. Well, I suppose you recognise that in such matters as chemistry and natural philosophy, to have any really sound teaching there ought to be practical teaching in a laboratory, as distinguished from teaching out of a book?—Certainly; I have been always of that opinion.

12830. And that there ought to be some examination that would be able to test that practical teaching?—Yes.

12831. And that it is very difficult, if at all possible, to have that except by a *viva voce* and practical examination on the spot, and seeing how the student is able to deal with the instruments and apparatus, and to perform the analyses himself?—Certainly.

12832. Therefore you see it would be nearly impossible for us, when we cannot have a *viva voce* examination at the schools under this Act, to ensure teaching of natural philosophy and chemistry in such a sound and satisfactory way as would entitle it to have very high marks?—Yes.

12833. So that it really is a condition precedent to our giving the place to natural science which it ought to have in this system, that there should be some alteration in the Act?—Certainly; I have always been of that opinion.

12834. I come now to the particular matters that you yourself would wish to see changed. As I understand, you think that the sums payable to the teachers ought to be determined upon the results of inspection, as distinct from examination. Am I right in that?—Yes.

12835. That there ought not to be any close examination?—Yes.

12836. And that, therefore, the results would depend solely upon what was observed upon inspection?—Yes.

12837. To what do you think that system of inspection should extend?—Well, an inspection of the premises, of the sanitary arrangements, the general organisation, and the general tone of the school.

12838. To methods of teaching?—To methods of teaching, certainly.

12839. The inspector would see a class actually taught by its teacher, he would observe the mode of teaching that was adopted, and he would ascertain whether the class really understood what they were being taught by listening to the answers of the students to questions that would be put to them by the teacher?—Yes, that is exactly my idea.

12840. You see the difficulty that there would be of an actual *viva voce* examination at the schools of all the pupils in all the subjects. Would you be inclined to restrict the actual *viva voce* examination to the subjects in which it was absolutely necessary, such as modern languages, natural science subjects, and English recitation and elocution?—Yes, I would restrict the examination as far as possible?make it as general as possible.

12841. You have heard, I dare say, often, the expression that the examination should follow the school, instead of the school following the examination. Have you ever heard that expression?—I have heard a similar expression.

12482. Do you agree in the idea that it conveys—that the examination ought to be more upon the programme of the school, so as not to affect the individuality of the teacher, rather than that some external body, by a cast-iron rule, should strictly lay down that programme?—Yes, that is the idea that is running all through my evidence.

12843. Now, about your age limits. I quite understand the difficulty that there is of organising a small school with very strict limits of age. You would prefer to be able to organise your classes according to the abilities of the students—not are accidents, but as regards their capability. Is not that so?—Yes.

12844. Then you would wish that we should abolish limits of age altogether?—As far as pass examinations are concerned.

12845. But that is a very wide thing, to abolish limits of age altogether. In the Royal University there are some limits?—I think they should be as wide as possible.

12846. Supposing the suggested limit of two years were made, would not that be wide enough in practice. You see, when we have a State grant depending upon it, we must try and have some limits. Supposing the Junior Grade is fixed at 16, and then two years to that—that would be 18—would not that be practically enough. If you have not considered the question, I do not want to press you?—Yes, I think that limit of age would be quite satisfactory, if exhibitions and prizes were not awarded.

12847. Oh, no, the exhibitions and prizes are to be awarded, according to your view, as I understand it, according to the limits of age which you yourself have suggested; that is, under 15 in the Junior Grade, under 16 in the Middle Grade, and under 17 in the Senior Grade?—Yes, I think the two years limit would meet the majority of cases.

12848. Do you think that competition in the Preparatory Grade is advisable?—No, I do not.

12849. If examination were at all retained, contrary to your opinion, you would be of opinion that at least it should not be competitive?—Yes. You cannot, under the present system, properly train the reasoning faculties of the younger boys; they have got so much to prepare for the Preparatory Grade.

12850. Then it is your experience that the amount of matter that we require is too much?—It is not too much for the clever boys, but it is too much for the average boy.

12851. Take the average boy, reasonably well taught?—It is too much for the average boy.

12852. And do you think that unduly restricts the number of students upon whom results fees are paid?—Yes, it does.

12853. You are aware that, roughly speaking, results fees are not paid upon more than one-third or one-fourth of the students in an Intermediate school?—Yes.

12854. Have you observed great disadvantage to accrue from that?—Yes.

12855. It makes them subject matter of property, because if a boy is able to pass the examination, he must be able to earn results fees, which pay the master for three or four boys—that is, if he is to be paid for all the boys he teaches?—Yes.

12856. Then your view is that the payment ought to be made upon capitation?—Capitation.

12857. Would you have different rates of capitation payment according to the efficiency of the school?—Yes, I would adopt some such system of qualification as Dr. Molloy recommended. He recommended, of course, examination and inspection.

12858. He recommended that the system of inspection should be introduced gradually, but that, ultimately, it should come to a system of inspection?—That might be the wisest method to adopt at the beginning.

12859. But the important thing I want to bring out is that you think there ought to be various rates of results fees dependent upon the efficiency of the school?—Yes, certainly.

12860. That there might be a mode of teaching that we could not recognise as a mode that we should wish to continue, but that still would not be so bad that we would altogether exclude the teacher from receiving results fees, and that in that event we would give him a more limited rate of results fees?—It would be absolutely necessary to make a classification of schools.

12861. Would you class them entirely according

to efficiency—I mean the rate. Well, I will not trouble you, if you have not considered it?—I have not considered that carefully.

12862. Just one question more. You say there are a great number of small schools that have come in under our Act. I think I have ascertained that there are 126 schools that receive something under £50 each as results fees. Do you think we ought to obtain any special powers to assist these smaller schools in localities in which there was but one school?—I think it would be very desirable.

12863. Where there was more than one small school, and the two schools were competing, of course it would not be necessary that we should assist in any special manner those two schools, because there would be a survival of the fittest, and we would be only encouraging two schools to do the work of one, but in localities that were not populous, where there was an actual need of the school, and only a small number of students in the school, we should have power to treat it more leniently than the schools in the large cities?—Yes, I think it is necessary that you should have that power.

Mr. Justice MADDEN.—I fully understand Dr. Conolly's evidence, and I have nothing to ask.

12864. Rev. Dr. SALMON.—I think the only thing that occurs to me to remark is this. You spoke of the difficulty of having to teach three different classes. That will be mitigated, you know, when the important thing is to teach the languages; then there will be no inconvenience to a boy in one grade if he has to learn the book that is learnt by the boys in another grade?—Yes, if the Intermediate programme were properly arranged to allow you to do so.

12865. That is a matter we could do without an Act of Parliament?—Yes, it would be quite easy to arrange that.

12866. As for the difficulty, that what we give to schools is in respect of a certain number of pupils, I do not see what difference it makes if a school gets a small sum, whether it gets it in respect of pupils who pass the examination, or whether it gets it upon the pupils all round. But, I think we have something much more solid to go on if we take as our unit a boy who has shown that he has really learnt something, than if we take every one that the schoolmaster may be pleased to say is in the school?—But a system of inspection would prevent inferior schools getting a grant to which they were not entitled.

12867. But about particular boys—if an inspector did not examine every particular boy, how could you tell?—An inspector could form a very good idea of the general condition of the school.

12868. Yes, but he would not know how many had received the instruction?—I think a competent inspector would be able to form a very good opinion.

Rev. Dr. SALMON.—How could he tell, of all the boys in the class. However, that is a matter of detail, and I will not press you upon it.

12869. Rev. Dr. TODD MARTIN.—Have you thought of the difference between the case of inspecting schools where the teachers are qualified and classified teachers, and inspecting schools where the teachers are not tested at all?—Yes, I have, and I think a properly qualified headmaster should not have any objection if a proper class of inspectors was got.

12870. But I am not thinking of the inspector finding fault, but of the difficulty of apportioning payments according to the excellence of teachers, when you take no account of the qualifications of the teachers. If you have not thought about it, I will not ask you to answer?—Well, there should be some essential qualification for teachers. I understand exactly the point you are asking me about.

12871. If you have not thought about it, you need not answer?—I have not exactly considered how you would get over the difficulty.

12872. Dr. BARKLEY.—In a small school like yours, what staff do you find necessary to carry on the work of the four grades?—Well, I have got four assistant masters at present, and I work myself as much as any. There is a master for every twelve boys at present.

12873. That is required when you are preparing boys for four different grades, and preparing also some boys for entrance to universities?—Yes.

12874. You referred to the teaching of science. Have you had any relations with the Science and Art Department?—No, none, but I intend to institute classes in connection with the Science and Art examinations. I am about to procure new premises, and to get everything that is required in a properly organised school.

12875. You have not, as yet, had any experience of those examinations?—No, no practical experience, but I have considered the teaching of science, and how it ought to be taught, very carefully; and it was principally with the idea of seeing science laboratories, and how they arrange for science teaching, that I visited some of those English schools.

12876. With reference to the subject of touting (of course, no names need be mentioned), I presume you have received your information from parents?—Yes, from parents and relations.

12878. Have you communicated with the parents have received holding out inducements to them to send their boys to other schools?—Well, I have not seen the actual letters, but I have had a letter mentioning the fact sent to me.

12878. Have you communicated with the heads of those other schools complaining of your school being dealt with in that way?—Oh, no, I have not—no.

12879. You do not know what answer they would make if it were stated that they had endeavoured to induce boys to leave your school for theirs?—No, I cannot say.

12880. That is all I wish to ask.—The only thing is, I know for a fact, that touting has taken place—not to a great extent in connection with my own schools, but in the case of other schools it has, because I know a great many parents mentioned the fact to me, whom head teachers of other schools have attempted to induce to send their children to certain schools.

12881. But Bangor is so near to Belfast that, I suppose, pupils could go to schools in Belfast without difficulty, if they were inclined to do so?—Oh, yes, they could.

The witness withdrew.

THOMAS LAFFAN, M.R.C.P., M.D., Cashel, examined.

12882. CHAIRMAN.—You are a member of the Royal College of Physicians in Ireland?—Yes.

12883. I believe you reside in Cashel?—Yes.

12884. And I believe the subject of education has engaged your attention for a great number of years?—Before this Act passed at all, my lord.

12885. I see that you were a writer upon the subject of education from the date of Lord Cairns' introduction of this Bill, that you are the author of a paper on the working of the Act, submitted to the Social Science Congress, and of a pamphlet published upon the same subject in 1881?—Yes.

12886. You were the only successful Irish competitor for the Carmichael Prize Educational Essay in 1879, and again in 1887; and I think you were

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examined before Lord Justice FitzGibbon's Commission?—I was.

12887. You are aware, of course, of the essential principle of this Act that we are now considering—this Intermediate Education Act?—Yes.

12888. And that is, that results fees and exhibitions and prizes are to depend upon the result of a competitive examination, a common examination for all Ireland?—Yes.

12889. You have sent us in a very thoughtful paper upon this subject, and I believe it is your wish that you should be examined here, in order that the public may be better acquainted with your views in reference to the Act?—Yes.

12890. I think I saw in your paper that at one time, when you were examined before Lord Justice FitzGibbon, you were rather in favour of this system of the endowments being distributed by results?—Oh, no, my lord, I was not—only to this extent: that in the event of the Government not seeing its way to pass the Denominational Bill, and persisting in this method of getting round the corner in giving results fees, that in such event I had to make, and did make, such a suggestion with regard to the endowment of small schools.

12891. Then, we will pass from that, and, perhaps, you will now kindly tell us in your own words what your views are?—In the first instance, I want to commence by offering my own definition of what Intermediate education is. I have been always taught to believe that the Intermediate field consists of that portion of the educational field between the highest class in a primary school and the matriculation of a university. That being so, all subjects that fall reasonably within the primary field, and those belonging to the university, or to the technical fold, ought not to be included in the Intermediate system, they ought not to form part of the Intermediate programme, and results fees ought not to be paid on them.

12892. That is, the Act of Parliament ought to be so altered?—It ought to be so altered.

12893. You are aware of the strict way in which we are bound by the Act of Parliament?—Yes; I am aware, for instance, that arithmetic, which is a primary subject, if any subject be a primary one, is specially mentioned by Parliament as one to be included; but, having regard to the fact that you are authorised to recommend alterations, I wish to bring under your notice as a beginning, and for reasons that will develop themselves a little later on, what I am led to believe, from looking over the subject in different directions, is the Intermediate field, and that field, I maintain, does not embrace any primary subject, nor any technical or university subject. I am also of opinion that a good deal of your money has been spent upon primary subjects, and a good deal of your money has been spent also upon subjects that would be better taught either within the walls of a university, or in a technical school, such, for instance, as the Museum in Stephen's Green. Having said so much about that, I would proceed to give my definition of what an Intermediate school is. And I will give the definition for practical purposes, avoiding, as it will enable me to avoid, the difficulty of excluding subjects that may, perhaps, lie on both sides of the fence, and partly within, and partly without, the primary and secondary folds, as the case may be. Well, I define an Intermediate school to be a school at which a boy may obtain the necessary instruction which will enable him to obtain a sizarship in Trinity College, or which would enable him to pass the preliminary examination of a respectable ecclesiastical college, such as the College of Maynooth, and which college has to be passed directly in the case of some of those dioceses which have not got a Diocesan School of their own. That would be my definition of what an Intermediate school is—that is the class of school which up to the famine period, and the destruction of the population, and the alteration in a good deal of the social habits of the people—existed in every country district—and that is the class of school which Lord Cairns himself evidently intended, from his reference to the destruction and disappearance of those schools that had existed in times gone by—that is the class of schools which he plainly contemplated should be called into existence by the measure that he was introducing. And, furthermore (and this is more important), it is the class of school which, I maintain, the rural populations require. There are hundreds upon hundreds of people in every province who cannot afford to send their sons to boarding schools, no matter how reasonable the charges may be for those schools, and there is a still larger number of people who make an effort, and do send their boys there at a considerable injustice to the other members of their family, and oftentimes, under circumstances which cause them to stop in the middle of the stream—which oblige them to stop up before the education is completed, and at the very best, which paralyse them in their subsequent efforts to provide for their sons. Now, I maintain, that that class—a very large class, a very increasing class, embracing, as it does, the country farmer, the shopkeeper, the professional man, the out-at-elbows landed proprietor, and oftentimes the in-at-elbows landed proprietor—that those people are not provided for as the promoters of the Intermediate Act desired that they should be, and as they would have been provided for, if they had taken the trouble to consult anybody acquainted with the provincial requirements of the case. It was because they had no information from parties who knew the local circumstances and requirements, that the Act was passed as it was, and before it did pass, I published a letter in the "Freeman," over my name, giving the reasons why the Act would not promote those very aims which Lord Cairns indicated it was his chief desire to promote. That was in 1878, and, furthermore, I got the members of the only public bodies with which I was connected at that time to ask Mr. Dwyer Gray to use his efforts to modify the Bill as it stood, so as to enable those small schools to be called into existence, which, I maintained, and still maintain, were the great want in connection with the system. Well, Mr. Gray entirely agreed in all that was said, but nothing was done, all the same, and the end of it was that, as the Act stands, you have no Intermediate schools. Lord Justice FitzGibbon was altogether in error when he stated that there were plenty of schools in various districts throughout the country. There are plenty of so-called Intermediate schools taking your money, and frittering away the public money, and passing your examinations, and from the very fact that they are passing your examinations, and so imposing upon the ignorance of the parents, they are cutting the ground from all real efforts to establish real Intermediate schools. Now, we had an Intermediate school in the town of Cashel in the earlier quarter of this century, and out of that Intermediate school, which, I venture to say, would not pass the inspection of one of your proposed inspectors, because it was a house over a stable, although it was a fine room—out of that school, no less than seven Fellows of Trinity College were turned.

12894. Mr. Justice MADDEN.—Who was the master of that school?—I could not tell you, because it was years and years before I was born. The way I became acquainted with the fact that no less than seven Fellows of Trinity were produced was, that I knew three, and Mr. Davis White, who was intimately connected with the Protestant diocese of

Cashel, in a little paper he printed at that time, appended in a foot-note the names of the four others. So that there were seven Fellows turned out of that hay-loft school, where, I venture to think, there was more Greek and Latin taught than in many of these high-flown schools, where they teach book-chemistry, and other subjects of an interesting description. Dr. Luby was one of the Fellows, Dr. Poole was another, and there were a number of others, but I think, almost without exception, they were the children of people who could not have given them a classical education at all, if it were not for having such a class of school. If they had to deal now with your system, with its £80,000 a year, they would have had no choice but to send their sons to an expensive boarding school, and from what I have heard (and tradition is quite clear on the point) of the social condition of some of them, they would not have been able to send their boys to any boarding school whatever, and, therefore, that class of school belonged to the class that is wanted in the country, to the class that Lord Cairns intended to provide the country with. From that secondary school seven Fellows emerged; but that is not all, for from it also came Dr. Lanagan, who was greater than any one of those. And then coming to your own profession, my lord, Mr. Justice Perrin came out of that school, and he was, if not a great judge, at least a respectable one.

12895. CHAIRMAN.—There was no member of the Irish Bench ever superior to Mr. Justice Perrin?—There were several other eminent men also; and that was the outcome in a small town—for it is, of course, only to be ranked as a small town, whatever its archæological history may be—that is the outcome from the class of school that from the start I wanted for the country, and if country interests had not been entirely betrayed by the newspapers, and by others, who ought to have come to the front and supported them, that Act never would have passed in the shape in which it did pass, and, of course, if the representatives of County Tipperary had not befooled and humbugged me, it would have been modified in the passing, so that it would have met what I believed, and still believe, to be the requirements of a very large section of the people indeed, and that a section that have a right to assistance from the State in the matter of the education of their sons—as good a right as the people who are receiving a million pounds a year for National education. So far, for what I define to be an Intermediate school, and for a school corresponding to that description, of which I have given you a correct account. Now, I see that at present, while you have plenty of schools, as Lord Justice FitzGibbon referred to, you have not any school corresponding to my definition, and to the school that I have mentioned to you. I have looked over your Senior list, and I hold that no boy can be held to have passed through the Intermediate mill unless he has completed the milling process. The Government are not entitled to say, you have had so many thousand people entering for the Junior Grade and for the Grade before it—the Preparatory Grade—when we see that the whole of these thousands dwindle down into 250 or 300 by the time the process is completed, and we are only getting, for our £80,000 a year, some 300 boys. There is no country in the world where such a sum of money is paid for so small a number—it is the veritable *ridiculus mus* once more produced from the mountain. In the year 1884, on the 29th December, a letter of mine appeared in the "Freeman," to which I would like to draw your attention, and in that letter I analysed the Intermediate list, because I have myself not been a mere theoretical supporter of local schools, but I have frequently attempted to have a good Intermediate school in my own locality, but have found myself confronted with the announcement, "Oh, the Christian Brothers are Intermediate teachers, and have an Intermediate school." In the year of Grace, 1884, I found, on analysing the list, that there was through all Ireland just one boy out of the whole agglomeration of Christian Brothers' schools who had passed in Greek and in Latin, and on looking over the Blue Book, which I have there, and which happened to be the only one I turned up—it happened to be the one for the year 1896—I found the very same thing repeated—one other boy from the Senior Grade, who had passed from the Christian Brothers' schools, throughout all Ireland, in Greek and Latin. Now, I say, not as a matter that admits of question, because your own examination papers and your own books will tell you, and I have called attention to the fact, that in the great county of Westmeath, there is but one school on the Catholic side which can hold out any pretension whatever to correspond to the description of an Intermediate school, and, I believe Dr Todd Martin, who is sitting at this table, in the evidence he gave (and I gave evidence on the same side) in 1885, said that he found amongst the Presbyterian farmers, shopkeepers, and professional men in the North, pretty much the same story. Now, what I maintain is this—that you ought to receive no pupils for your examinations, except from a school that you sanction—that you ought to take measures to see by examination that the teacher of that school is capable of teaching what he professes to teach—that the teacher of that school has not 101 irons of every description in the fire, but devotes himself to what you lay down in hard and fast lines, as proper subjects for an Intermediate teacher to teach—and that you will give special attention and assistance to the schools which will not live without special assistance, whether that special assistance takes the form of specialised results fees, or direct aid, then I proposed that the first three boys should bring to their teacher a large sum of money, so that it would amount to a capitation of about £100 a year as a minimum, and that, after that, no school should be paid any money in results fees; let them have plenty of medals, plenty of blue ribbons, or green ribbons, or any other coloured ribbons that would rejoice the hearts of the pupils themselves and of their parents, but as for money, a certain sum of money, which should be found out by yourselves on careful inquiry, and no more. Since then the antipathy to this system of endless cramming and endless examining has ripened, and, I think I may say, that the bulk of opinion is totally adverse to this results fees system altogether, and to all this endless cramming, and if that be so, and the Government prepared to do what they might do, without even, I think, on further consideration, facing this difficulty at all about religious matters—if they propose to give direct endowments, I claim that a direct endowment should be given to the schools, and I am not at all peculiar in advancing that claim. Long after I formulated that, in repeated letters in the Dublin "Freeman," the Scotch people got an endowment under the very Act that gave you an endowment—under the Local Taxations Act. Now, what did the Scotch people do—or their administrators? They did not throw it into one great big bag, and give it to a Christian Brothers school in Edinburgh, or an Episcopalian school in Glasgow, or a Wesleyan school in Aberdeen. They appointed a Commission, they sent round to the whole of the country places, where it was necessary to found a secondary school, they ascertained where there was already a secondary school that needed to be kept on its feet, and they distributed the money in sums, ranging from £200 to £250 a year in capitation fees. That is my idea worked out by a people who certainly are not behind the rest of the world in intelligence, and in fitness to deal with public affairs. Here all the money—or most of it—goes to a few great centres. Now,

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some years ago, there was a Railway Act passed, or perhaps two or three passed. I was interested in one of them myself, taking advantage of them for my own locality, and so on. That Railway Act empowered the Government to give, and they did give, half a million at one time, and more at another time, for the purpose of making railways. Now, what would have been thought of the people who had the administration of that Act, if they had given the money to those who had railways already? They gave it where the lines were wanted, and if there is to be a fundamental alteration of this Intermediate Act, as I hope there will, I maintain that the money should be given for the places where the money is needed.

12896. Mr. Justice MADDEN.—You think that is the best way to promote Intermediate education in Ireland?—That is the way to promote Intermediate education, and it is not by bringing coal to Newcastle, fitting up schools in Dublin, and giving £8,000 or £10,000 for the sustentation of the city of Dublin, where no party ever wanted a school. The Catholic party had a first-class school at Belvedere, and various sections of the Protestant party had schools in different parts of the town. Each party was able to stand on its own legs, to pay for its own Intermediate education, and there was no reason whatever, why they should receive a large or small endowment from the State. If this system of grinding and competition and all the rest of it is necessary, which I deny, for the promotion and encouragement of education, by all means let any number of honours and medals be given, until they are repleted and surfeited with them, but let us have no money given, let the money be given to the people that want it. I say all the big towns should be shut out from any money. You should get ample power for that purpose, and no fundamental or revolutionary alteration can be made in the Act unless you get that power. Parliament can never hit upon the precise lines to go in details; some things may be advocated, and very forcibly advocated, that will not bear the test when you come to try to put them into effect, and you must do the best you can, and get yourselves invested with full powers.

12897. CHAIRMAN.—If we got a Local Taxation Act, the same as the Scotch Act, it would be sufficient for the purpose?—For one feature; but you see you have to deal with this examination system.

12898. But supposing we had power to devote our funds to the promotion of Intermediate secular education in such mode as should be prescribed by rules?—That would cover the whole ground.

12899. That is substantially what the Scotch people have, except that the words there are "from time to time by minutes of the Scotch Education Department"?—And I see no difficulty, when I think over the matter further—no difficulty in the world—arising out of the religious element in this country. You have at present a conscience clause. That conscience clause has not been objected to by any religious element. Very well. A party in the town of Cashel applies to you to be recognised as a teacher. You know, unofficially, that he is a Catholic. The majority of the people there are Catholics. If he pass the examination you sanction him, and the small minority (who are as badly off as we are) in the town and neighbourhood go to the school, and they get the education which their fathers and grandfathers got seventy years ago. In fact, it is not a one-sided matter at all; it is for the benefit of all the people whose slender means are daily becoming more slender with the increased decadence of the agricultural interest. These people want a good school at a cheap rate. The Catholic element in the northern towns is in the same position as the Protestant element in the southern towns; they are in a small minority, and they must be satisfied with such provision as they can get. You cannot do everything for everybody, and a minority must necessarily suffer some inconveniences; but these inconveniences would be reduced to a minimum if you adopt such a system as I say, and it would not be necessary at all to put one man through the Thirty-nine Articles, and another man to serve Mass, and so forth; it is enough for you to do as is done in the case of the National schools; you appoint a manager; very often he is a Wesleyan or Presbyterian minister, or an Episcopalian rector, or whatever his creed happens to be, but you can approach the subject without putting him through any polemical facings.

12900. You would so guard the school by the conscience clause that any teacher, whatever his religion, might be able to go there?—Yes, and I introduce the conscience clause (because I am very tender about going outside my own sphere) by recalling the fact that the authorities of my Church have not raised any objection to that form of the conscience clause, and, having now allowed it to go on for twenty years, I do not see how they could raise it in the future. Therefore, under these circumstances, you make provision for the Catholic minority in one section of the country, and for the Protestant minority in another section of the country, and bring to their doors that education which their necessities demand. Then, if you come to a town, say Kilkenny, where they have not already a good school, and where there are not evidences enough to satisfy you of their ability to maintain a good school, in that place it may be possible that two or more denominations may be able to start a school, and there would be no objection in the world to giving the Catholics a school of their own, and the Protestants a school of their own, if they can run two or three schools together; and in that way, another element of the religious difficulty would be obviated, and all would receive equal fair play. That is what I have to say about the schools. Now, about the teachers. In 1881, I published a little pamphlet, which I take the liberty of handing in. I advocated that support should be given to Sir John Lubbock's Bill. He introduced a scheme of registration for teachers. Now, it has been put forward in anonymous letters in the papers (the parties are afraid to put their own names to the letters) that this is a Protestant move—that the examination of teachers has been suggested by the Protestant interest, and by the Protestant party. Well, now, I claim to be the very first myself (and I claim to be an ultra-Papist) to have started the idea and the proposal of examining the teachers, and from the conviction that there are plenty of incapable teachers imposing on the ignorance of the public, and misleading parents, by undertaking what they are not able to do. I will tell you what happened to myself, because I made, not one, but several attempts to have a school of the kind in my own town. I imported a professional gentleman; he had received an English education, which was the fashionable education in those times. He was not selected by me because of that, but because he was the only one I could get. He was a member of a most respectable profession; if I were to state the profession, I am afraid I should advertise the fact of who he is, but at any rate, he was one with whose profession we are accustomed to associate education—liberal education. The man turned out to be—well, he was not quite equal to his mission at any rate, and his knowledge of Latin and so on was not quite what was needed for the education of youth. Now I, as a Catholic, and as an advocate for a Catholic university, and as one who did something for the establishment of a Catholic university in the concrete, as distinguished from writing letters to the papers—I say it is a *sine qua non* that teachers in Ireland should be examined. If I were to now go before an examiner, and were to be examined in pathology, phvsiology, and a number of other "ologies," I should make a very

poor figure, but if I refused to be examined in them when I was teaching them, I would certainly expose myself to the imputation of getting money under false pretences; and, if a man is capable of teaching Greek and Latin and other subjects, he can have no earthly objection to submitting himself to examination, and if he is not competent, he should be taken by the shoulder and walked out of the school. And it is not *ad rem* at all to say that because we Catholics have not a Catholic university we are under disadvantages. I say, a man who knows his business can face a respectable examination, irrespective of whether he enjoys the superior advantages of university education or not. The whole trend of this inquiry shows that it is not capable of such nice weighing and measuring that you could tell the difference between a man with a university education, and a man that is merely passing an examining board. If you required a university degree, it would be another thing—many persons have not university degrees who are engaged in teaching; but when it is only advocated that you should require an examination, then I hold that no person should be permitted to teach unless he satisfies a board of examiners, examining him fairly and reasonably, and not hair-splitting and going into little nice fine points with which it would be possible to floor any man—for instance, what the Greek of "brandy and soda" might be, and so on—that it should be a reasonable examination, and that if he does not pass that examination he should not be allowed to teach. Furthermore, it has been the custom of the English Parliament invariably, in its tenderness to interests, to allow for what are called "vested interests"—to allow any man who alleges that he is engaged upon a certain duty—for instance, as a tooth drawer—to continue in that occupation until Nature claims her own, whether he is competent to do it or not. Now I say, that to give the parties engaged in teaching the benefit of their vested interests in this case is to defer a fundamental and necessary and indispensable reform until another generation shall have grown gray—for that is what it would amount to. I say that not only should there be an examination, but that that examination should be held within three months of the passing of the Act of Parliament, and that any school, or teacher, who is not prepared to pass it, should address himself to some other avocation. Now I come to the question of exhibitions. One of the great arguments that is adduced to throw dust into the eyes of the unenlightened public in connection with the Intermediate system is the pretended benefit that that system confers upon poor boys. You were told here, some days ago, that it admitted ever so many people into the Civil Service, that it helped people into professions who otherwise would not have got into professions, and I believe that, instead of my seven Fellows, there was somebody that got in by some postern gate into Trinity College, who was claimed as having been the product of the system; but at any rate, he was not a Fellow. and I match my seven Fellows against the one pupil whom the whole efforts of the united confraternity are able to boast of as having given birth to. Now, with regard to the exhibitions. I believe, myself, the exhibitions are the corner-stone of all the mischief, or at least much of the mischief. The unfortunate youths have the very lives pounded out of them in order to get those exhibitions, and to enable the schools to come forward and exhibit themselves. Now, the allegation is that those exhibitions fall to the share of the poor. They do not do anything of the kind. An exhibition takes a long time to prepare for, and it is a case of the long purse being able to make the best preparation. And if it were, as I believe it to be, quite practicable, and I have written, I think, before—some months ago—to this Commission on this subject, to trace the holders of exhibitions, and the condition of life of the parents of the winners of these exhibitions, I believe it would be found to satisfy, from what I know myself—and of course, I can only speak of a small area, and deal *a priori* with the rest—it would be found to satisfy you that the great majority of exhibition holders are sons of well-to-do people. Now, I invite you to consider how a local system would work—a system modelled on the Scotch system, where the son of a poor man who had taken such an exceptional place in the local primary school, or in any other primary school adjunct to the secondary one, would be entitled to get a secondary education. I say would be entitled, because there is no use in taking people, and sticking them into secondary classes, if they are not likely to continue in those classes, and to make their way out of those classes into some analogous calling in life. One of the great defects of the system is that, while you have thousands of boys going into the Preparatory Grade they dwindle down into half as many hundreds when it comes to the winning post, and the explanation I offer is that numbers of people are brought into this system that socially, and by their means, and even by their abilities, have no aptitude or claim whatever to enter upon it, and, as the Bishop of Ross pointed out, the schools taking such boys are simply setting a number of people astray, drawing away a number of youths from their proper position in life, where they might earn honest bread, and be useful and respectable members of society, in order that they may swell up big classes and obtain a number of exhibitions, and so on. I have no doubt whatever, that my remarks will be very offensive to those schoolmasters who profit by these pupils, but I do not care a bawbee whether they are or not; I am in the habit of speaking my mind wherever I am, and of not caring a straw for anybody. One out of ten of those boys, according to your system, obtains an exhibition; he obtains it after a lot of preparation, and in the majority of cases he does not want it all. But, suppose he had that exhibition, and suppose he had, as the Scotch have arranged it now, a high class school within three or four miles of his door, where he would obtain his education, as the Scotch people have made provision for now—always providing that there were only a small number of free places—that there was not such a wholesale manufacturing as would take a lot of people out of their sphere and upset them, as in the case of the Preparatory and Junior Grades, he would have his education, as I say, if he was the son of a fairly well-to-do man, who, as I maintain, could not afford to send his son to a boarding school—he would have his education for £5 a year, and I maintain that that £5 a year is better for the tenth man than a £25 exhibition. I am quite sure that for extras and everything else connected with it he certainly would not get his place at a boarding school for less than £25 more; and no matter what he gets it for, he is better off without an exhibition than with an exhibition at a boarding school. But that only applies to one out of every ten students. Now take the other nine. These have nothing at all; these have to pay at a boarding school, and if we could conceive it possible that there was a conspiracy on the part of the Legislature, and on the part of the administrators of the Act to force people into boarding schools, they could not adopt a more effective means of doing so, because they have given hundreds of middle class people no other alternative. Now, I say nothing against these schools. There are some magnificent schools, like Clongowes—schools which are matters of pride to the whole nation; but there are smaller schools also, and the question is whether, after all, the parties would not be better at home. A very learned Jesuit once said to me that, if home surroundings were good, home education was, on the whole, to be preferred, and I need not recall to your mind what Sydney Smith said about boarding schools, or what Cowper put into verse about boarding schools. But I will waive the question of boarding schools, and the

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question of relative merit, and deal only with the question of finance, as it affects the pocket powers of the parents, and I say that in the case of the nine boys who get no exhibition, they have to pay it all themselves, without the aid of an exhibition, and you can imagine how very much worse they are off than if they had a school at their own doors. Now, in my letter published in December, 1884, in the "Freeman," I gave concrete proof of the evils of the system; I specified one unfortunate parent who, having had a boy half-a-dozen years at one of these schools, had him brought home, and if that man had had a school at his own door he could have got the same, or a better, education for £5 a year.

12901. Do you happen to have a copy of your letter of 1884?—I have it in my scrap book, but not here. It was the 29th December, 1884. I will have it cut out and reprinted.

12902. Not at all; if you will send us a manuscript copy that will be quite sufficient?—I will do so. I have a concrete instance, which is only typical, not an exceptional instance at all. Numbers of people labour under the false idea that when they have deposited their sons in a college they are done for, and are rudely awakened some years afterwards, to find only then are their expenses beginning, and then they find that what they have already spent, cripples them at the best, and lays them on the flat of their backs in many cases. That fact is one which everybody acquainted with the circumstances of rural life in Ireland—not to go to the poorer provinces, but the richest provinces—is well aware of, and I maintain that, having regard to the manner in which Intermediate education, or, as it was then called, classical education, was obtained in this country in former generations, it is in the interest of whole masses of the community that you should have such a class of school, and not coerce them, whether they are able or not, into great or small boarding schools. Now, I want to call your attention to this. A middle class man in the country oftentimes—and, as a rule, I say—will not send his son to the next National school; there are social conditions which he is entitled to entertain, and which have a right to influence his action, which will not allow him to do that. He has them taught at home at night, and after a fitful struggle, when quarter educated, he has them taken off to some school, under the idea that the heads of that school are to work wonders upon them, and, finally, they have to be taken away before the heads of the school could do half what could be done if they came with proper preliminary training. So when these people, with this double ricketty concern, their primary education and their secondary education, one being as defective as the other—when they go out into the world, into a profession or anything else, they are simply tradesmen; they are not educated men, there is nothing sticking to them of education, they have no public spirit, they simply pursue their avocations as the means of making so much pounds, shillings, and pence, and they live and move, and shuffle off their mortal coil as the animals of the field. Well, now, I would give exhibitions only for the cause of poverty, I would cut down the exhibitions, and I would allow a certain number of exhibitions to be attached to the Senior Grade, so as to carry the really deserving boy into the university; but I would sweep away the exhibitions altogether, as they are allocated at present, and I would give sizarships, not as they were long ago given, when they had to blacken the boots of their superiors, but with such conditions annexed as would ensure that they would fall to the lot of the poor man's son. It is a perfect misstatement to allege that at present these exhibitions are of any use worth talking of for helping on the poor man. And if you come to the Civil Service, I support what I have to say upon that by the statistics produced by Mr. Comerton the other day, where he showed that the entries into the Civil Service from the Irish side of the house, had fallen one-third since the introduction of the Intermediate system. After that I need not say any more. I happen to have conducted a correspondence in the "Nation" newspaper about the end of the year, and I gave my reasons for disbelieving the allegation that the system had anything else to say to the Civil Service or professions other than the highly interesting connection, described as a *post hoc* connection. Of course, where there is a large number of the youth of the country going through the Intermediate system, obviously some must find their way into the Civil Service, but I say there is no connection as between cause and effect between their receiving this education and getting in. Everything they want for the Civil Service places of the second-class they have got in the National schools, or, at all events, in the primary schools. But I need not enter any further into that question, as Mr. Comerton has saved me the trouble by producing the statistics. Now, with regard to the grants, I want to bring forth a novel proposal—a proposal that is only novel in this country, but a proposal that has Scotland and the Scotch behind it, and not only that, but has the French and Germans behind it; and that proposal is (to repeat it again, because I have touched upon it before), that no locality which is capable of supporting schools by itself shall receive any money whatever from the Intermediate grant, and that the money shall be all given to those localities which have only too painful need of it. Now, that being disposed of, there is the further question with regard to the backward boys. Well, so much has been said upon the purely technical portion of these subjects, that, as I do not advance any allegation to be an expert on these subjects, I avoid touching upon that question. Of course, I wish to avow that I am an enemy *toto coelo* of this system. I believe a more destructive, mind-destroying system could not be invented, and I believe nobody, as far as I have followed the evidence, except men who are making money out of the system as it stands, has come here and given it unqualified approval.

12903. Do you say that from your experience as a medical man?—From my experience as a medical man. I gave my evidence in 1885 before the FitzGibbon Commission as a medical man. I can only touch upon the corporeal, physical inconveniences—not the mental ones, which is a fair matter of argument between people. When I profess not to be an expert, I can only offer such a small opinion as I have the power to offer.

12904. We have not the advantage, unless you can give it to us, of having the evidence before Lord Justice FitzGibbon. I should be very glad if you could hand it in, and I would also be very glad if you could tell us in a few words, whether, from your experience as a medical man, you have observed any injurious effects by over-pressure and over-strain upon pupils educated under this Act?—I have stated that upon a previous point, and in this written memorandum, and I repeat it.

12905. Is that the evidence you gave before the FitzGibbon Commission?—That is the evidence I gave before the FitzGibbon Commission (*Handing it in*).

12906. I will look at it, and be able from that to find the reference?—Just two points more. I have stated that I do not want to trouble you upon matters on which I am not an expert, and upon which, therefore, I am very modest about ventilating my opinions. One of those is a remark that was made here, which is a very pregnant one. It is a remark made about the great loss there would be in bringing up the commercial element upon a lower

plane, upon an inferior plane, to the professional one. In a country where there is a tendency, from a great many causes, to depreciate commerce, it would be of the first consequence that the commercial element should receive to the full as high an education as the professional, and any proposal to pass off ordinary English plus what I call Anglo-French or Anglo-German, under the euphemism of commercialism, I am opposed to. I know from looking at some of the French authorities that they do not bifurcate their courses until they come to the very top of the class. But the statement made here is of such importance that, at the risk of travelling outside the proper course here—namely, indulging in repetitions—I would recall to you that there is very great weight in that statement, about taking care not to make any alteration in the education of the commercial classes that would put them in any sense upon a lower plane than the professional classes. That is, I believe, of exceptional importance in Ireland, and I would also point out that Mr. Arnold, in one of his books, lays great stress upon the fact that one of the classical languages has been such a material instrument of intellectual training, that it has been retained for the classes other than the purely professional one, and I see, by a glance at the paper to-day, that one of the leading commercial men of Dublin is in favour of retaining the classics. Then, with regard to another point, and it is the only one. It is a material point. I have noticed (I am indulging in no abstract expressions of opinion) that in the case of boys for whom the most careful collection of books was prepared, from "Jack the Giant Killer," up through the various mazes of green and red fairy books, and so on, to good novels, and to much heavier and more important matter—that they were left without a taste for what I regard as much more important than any medals or any other rewards—a thorough-going taste for reading. They were ready to pore over books whenever they got the opportunity—but once your Intermediate came in, with its killing performances from morning to night, and from the night into the morning, it at once put out of their heads the temptation to pursue their reading, and when the three or four years were over, the desire disappeared with the time, and the disposition, or the mental turn, that I regard as so important. This comprises most that I have to say upon the subject. I put in a plea for local schools; I say the middle classes are entitled to those schools; I say they ought to be real educational schools; the teachers should give proof that they are fit to teach; that the teachers should not be able to bring in any kind of subjects they chose, but should confine themselves to Intermediate subjects—what Mr. Starkie lays down are admitted to be proper subjects for Intermediate education still; and that these schools should be directly endowed; but if you, having appointed inspectors to go about, make the money grant to be in any way dependent upon the amount of work done, you will render it impossible that those schools should, first, be created, and, secondly, that they should live; if you say that in an individual case, or half-a-dozen, the boys had been splendidly taught, well and good, but if the endowment is to be given by the mass, then, I say, you will kill those schools, and you will have only big schools, and very few of those. Only one other matter I want to call attention to. When the Bill was introduced, it was expressly stated that it was introduced as a concurrent endowment of the scheme, and that it was introduced to level up the Catholic to the Episcopalian element. Somehow or other, whoever got the drawing of the Act, he contrived to allow the teachers in the endowed schools to get off scot free, and I was very pleased to see, from another point of view besides the one that I am taking up, that another Northern teacher found fault with it. On looking through your books, I find a great many of the endowed teachers get large sums of money. That, I believe, is exactly parallel to what would have been done if Lord Derby had carried his measure of 1866 and endowed the Church in Ireland. Take the town of Clonmel, for instance. Under such a system as that, the Catholic clergyman and the Presbyterian clergyman would get a sum equal to what the Episcopalian gentleman was getting. Very well. What would be thought of each of them getting £400, if it was so administered that the Episcopalian gentleman got another £400—that is, in addition to the £400 derived from his previous office, he got as much more as a gentleman who was unendowed. That is exactly what you are doing under the present system.

12907. Do you think that is a defect in the administration, or in the Act?—It is a defect in the Act, and whoever did it, did it in the interests of his friends. Now for a defect in the administration. The provision made was that nobody should be eligible for an Intermediate exhibition holding an exhibition, scholarship, or a free scholarship.

12909. Any school receiving?—Any pupil receiving an exhibition scholarship, or a free scholarship—those words do not contain within themselves all the benefits. A pupil receives his education, say, at Portora, as a day scholar, for £5 to £6 a year, but another pupil in the same town objects to go to the same school, and he has to pay many times as much to a boarding school fifty miles off.

12910. You think that clause ought to have been extended to results fees as well as to exhibitions?—Yes, and also that it should be so worded as, that any pupil of an endowed school should, to the extent of any benefit that he derives from that endowed school, be prevented from dipping his hands into a perfectly neutral finite fund until all were levelled up to his level, and then, if there was any to spare, let it go pound for pound between them. Now, I come to the charge I am making against you, I being a layman, and having the effrontery to offer my opinion upon the point. What I say is that the words of the section are, that "any person holding a scholarship, exhibition, or free scholarship, from any other endowment" shall be excluded. Now, if I had an apple, and some kind friend was under an arrangement to supply an apple apiece to those who had not got one, would it not be a very strange arrangement if, by the simple process of putting my hand behind my back, and dropping the apple, I became entitled to an apple in like manner with those who had not previously possessed one? Now, that is exactly what is being done here, and I object to it, and I am greatly pleased to see that the Northerners themselves object to the system. What I maintain is this, that small schools should get the money given to the big towns, and to these endowed schools (though that is nothing in comparison with the big towns), and the money given for subjects which I leave undefined, but which subjects are not included within the most difficult preliminary or entrance examinations—any subject such as that ought not to be deemed an Intermediate subject, and ought not to be paid for by you. Neither the pupil nor the teacher should receive any pecuniary profit. At the present moment a great deal is spent upon purely primary subjects, and I was a good deal surprised to hear the other day a proposal to make writing an Intermediate subject. Well, all I have to say is, what value are we getting for the £1,000,000 a year if writing is a subject that is not to be included without trenching upon our £80,000 a year? I would say nine-tenths of the money that is being doled out to them in such miserable driblets is expended upon primary subjects.

12911. Just to make clear what you last said, it is the 59th Rule that you object to?—Yes.

12912. It is the second proviso in the 59th Rule?—Yes.

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12913. That is the clause you object to—that the effect of that rule is to change the rule in the Act, which said "holding," into "continue to hold"?—Exactly.

12914. And you say that is a different thing?—Exactly.

12915. Because the student who is in that endowed school has had the benefit of knowledge acquired by means of that endowment, and that knowledge has enabled him to compete successfully with other students?—Yes.

12916. You have stated your views so fully that I have only a very few things to ask you about. You will leave this pamphlet with us for the present, and we will get it printed?—Yes.

12917. I just want to understand exactly a little more in detail your proposal about these schools—that we would encourage the foundation of day schools in certain portions of Ireland, and give them a certain amount of endowment. How would you propose that we should determine the places, in the first instance, in which such schools should be founded?—By appointing one or two persons to go through the country, see where they were wanted, where a sufficient number of boys would be forthcoming, and what amount of assistance would be required.

12918. And then, supposing that we arranged that we would give an endowment to a school in, we will say, Naas—take that for example—how would you propose that we should obtain the teacher of that school, or whose school would it be. There would be several people that would compete to be the owners of the school. I mean, the details of this would require a good deal of care?—You have it tabularised, and in the greater part of Ireland there are no schools at all. You investigate where a likely number of boys would turn up—ascertain it by local inquiry, if necessary—then intimate that if the local public body, or any number of persons of whom you approved, make application to you, you will give a grant for such a school, and if they present a name, and you ascertain that the party is a certified teacher, and that he pleases the party who make the application, you give the endowment. I know it will require some little delicacy to avoid coming into conflict with people of various denominations, but I maintain that is an executive business which will be fully carried out, I have not the slightest doubt, by those composing the present Commission, and there would be very few cases in which there would be any friction, and the minority parties would be only too glad to have a school established, and would not raise any unnecessary objection.

12919. Would you have any objection to the greater part of the endowment being expended in that way?—I mentioned in my evidence that I thought that about £40,000 would probably supply schools for those districts.

12920. About how many schools would you contemplate would be necessary, and what amount of endowment?—Well, I am sure that 600 at least are wanted, and a minimum of £100 a year would be the smallest you would get a man for.

12921. Would £100 be a sufficient endowment for a school. £200 is the endowment for each of the Scotch schools in the last minute they sent me in 1897?—£200. Very likely you would want more money.

12922. We will get no more money, that is quite certain. You think there is room for 600 schools according to your system; how many students would you contemplate there would be in each of those schools?—In every town of 3,000 or 4,000, fifteen boys, if they were sure of a good school, would be too happy to take advantage of such a school, if there was a guarantee of a good teacher. Fifteen to twenty boys in every town of 3,000 or 4,000 population—the town, and a few miles round. But I submit that a beginning might be made, as I believe the Scotch have made. I do not think they proceeded to map out the whole of Scotland at once; I think they commenced with a few schools; and there will be nothing to prevent you commencing with a few schools.

12923. Do you think there is a great number of students within the ages mentioned in our rules that are not receiving Intermediate education; in other words, is there a class that at present are deprived of any education except National school education?—I think there are a good many; in fact, in that letter, I take a specific case of a gentleman farmer, with a whole troop of sons; he was unable to send his sons to the local school; such men would be only too happy to send their boys to a superior school if they had it on the spot.

12924. Do you think in the intermediate time, between the present and the time when your system was in operation, supposing we adopted it, that assistance could be given by us to small schools in places where they are really required, by getting powers to adopt an exceptionally lenient treatment in reference to that class of schools—giving them grants of sums of money?—Yes, if you could give them direct assistance; but there has been a great dwelling here upon the results of inspection—that moneys are to be paid in proportion to the amount of work done, and so on. I say, on the principle of the law of mass, that would kill all the small schools. If a teacher is doing his business well with a class of half-a-dozen, he ought to receive assistance in addition to the grant of £100. You will not get schools started unless you put your own shoulders to the wheel and start them. To give money after they had been a year or two in existence will not do; they will have to be started *de novo*, and helped from the very start, and on the basis of a good teacher for a small number of boys. If you go in for the great numbers, you will come to this point, as I tell you—to three or four big Catholic and three or four big Protestant schools.

12925. In other words, whatever form the endowment takes, it must be a lump sum for the school, as distinct from a lump sum for the pupil?—Yes, the money should go altogether to the school, and not to the pupil. If a boy shows that he is the son of a poor man, and a boy of exceptional ability, looking forward to soaring in life, let him get in for half fee, as in the Scotch schools, or (as, also, I think, is the case in Scotland) for nothing at all.

12926. You have referred to the Famine in Ireland, would it be any harm to ask you whether your recollection extends back to that period?—It does not.

12927. You remember the time when this Act was brought into operation?—Oh, yes.

12928. Do you think that the character of the education that is given now to Intermediate students is really as good as the education and instruction that they used to receive before the Act came into operation?—Well, that would involve me in an expert opinion, but I will give the opinion of one of the most distinguished members of the Catholic Hierarchy, and his opinion was this—that he, having occasion to go from time to time amongst a large number of people, finds the people educated under the old classical system are always ready with an apt quotation, whereas the people brought up under the modern system appear to have forgotten all about the classics they have learnt. Now, that is a deliberate statement made to me by one of the most distinguished prelates of my Church.

12929. We will not trouble you further about that; we have the evidence of Dr. Kelly, Dr. Healy, and so on?—I do not want to give opinions where so many experts have given opinions on either side; I wish to confine myself to the practical business.

which, up to the evidence of Dr. Foley, was not hinted at all.

12930. I would like now to make one point clear, and that is your opinion as a doctor as to the physical effects of the working of this Act?—I have no doubt —and I have had proof—that the physical effects are most deleterious.

12931. Have you had any experience of its effects upon the nervous system?—Certainly.

12932. And of students breaking down?—Yes, the whole system is a frightful milling process. I have had an opportunity of becoming personally acquainted with it, and I believe, myself, if I may be permitted to bring up one other point, that the best evidence on that point was furnished by one of those very clever ladies here, in producing the time sheet she did of the work gone through. It would require very little difficulty to come to the conclusion that, with such a full amount of work, the child's system could not fail to be injured.

12933. I know you are a very active member of your profession, and have great intercourse with other members of your profession. Would you be able to say that the opinion you have stated about the effect of this over-pressure and over-strain is that which is generally held by the members of your profession of the operation of this Act? We have had a good deal of evidence from the medical men of Belfast, Dublin, and Cork, but none so far as to the experience of medical men in general?—So far as I have had an opportunity of talking on the subject, their opinion is the same as my own, and that of the eminent gentlemen whose opinions have been given here.

Mr. Justice MADDEN.—I am fully in possession of your views, which are very interesting, and I do not think I need ask you anything.

O'CONOR DON.—I would make the same observation.

12934. Rev. Dr. TODD MARTIN.—I am very much interested in the point of view from which you approach the subject, as you know. I understand you would endow the teacher?—Yes.

12935. That is really the purport of it—you would have a duly qualified teacher, pay him a salary, and let him do his work in these neighbourhoods with attendances more or less as the circumstances allow?—Yes.

12936. You are very alive, I see, to the fact that a very deserving class is not reached by our efforts? —Yes.

12937. And you see no other way of reaching them but that?—No other way.

12938. Dr. BARKLEY.—You spoke of an Intermediate school started at Cashel itself. I thought you had a very large collegiate school there that obtained considerable results from the system at present?—We have one of those schools conducted by the Christian Brothers.

12939. I was thinking of Rockwell College?—That is not in Cashel.

12940. How far is it from Cashel?—Three miles.

12941. I thought from the address it was probably in the town?—Oh, no.

12942. Your definition of Intermediate education seemed to imply that it should be directed mainly to preparation for the universities. Do you put under the head of preparation for the universities preparation for special subjects such as those taught in a science college, for instance?—Yes. Of course, when you have got to the top of the Intermediate school then you diverge—that is the history of things; you turn one side to the universities or professions, and the other side to the science college or commercial callings.

12943. I wanted to get your views on that subject, because I was not quite sure whether you were proposing an exclusively grammar school course?—There seems to be, with all respect, a misconception with regard to the field of Intermediate education. Intermediate education, as I have always been led to believe, was the portion of the educational field that appertained chiefly to the professions and to the leisured monied classes. It only concerns itself with trade and with commerce indirectly, in this way —that as Commissions cannot be multiplied *ad libitum*, the Commission which has charge of this portion of the field appertaining to the professional classes would probably be the best to be charged with that special education which is required for the commercial ones; and further that, as in France, for instance, in the *lycées*, there the two classes continue together pursuing the same studies upon the one bench until they come to the top of the Intermediate class, which would correspond to your Senior Grade, and in that way, really, the question of special education and professional education does not arise until you have reached the extreme door of the Intermediate system.

12944. But you recognise the class engaged in the practical application of science, for instance, to electricity and other things, as in a position similar to that of the professional classes?—I would not, because I consider that the chief domain of the Intermediate field appertains to the professional classes, and that the other only comes in as a kind of allied class to have its wants administered to by the Board which, inasmuch as boards cannot be multiplied *ad libitum*, is probably the best to be charged with their concerns.

12945. You know there is a science college in Dublin, which complains that it does not get a sufficient number of students to enter it, and blames the Intermediate system as tending to divert students away from that subject towards the universities?—Well, that lands me, you know, into an expert department, which I desire to avoid. If commerce, and if the arts, require special help to get them out of difficulties and increase their numbers and so on, it will be for the Intermediate Commissioners to see how, consistently with the primary object of the Intermediate system—which is, I repeat, the grammar school professions—how far they can institute another course. That is a matter upon which I do not pretend to be an expert, and upon which, therefore, I rather fight shy of having an opinion.

12946. I understood you to refer to the students passing the Senior Grade as the sole product of Intermediate education. You are, no doubt, aware that a great number of students enter the university from the Middle Grade, and some even from the Junior Grade, without going on to the higher grades? —Well, the system assumes that the four courses are necessary. If those who have drawn up that system are in error, and one of those courses is improper or unnecessary, they ought to leave it out; but until they leave it out, then the complete article can only be held to be produced at the summit of the ladder —at the last stage in the Intermediate manufacturing process. If that be a year in excess, then the fault is with the people who have drawn up the system; but so long as the curriculum consists of a four years' course, so long, in my humble judgment, must those only who have passed that four years' course be held to be the complete, as distinguished from the incomplete and inchoate, products of that system.

12947. We are told that the Middle Grade corresponds very fairly to the matriculation standard, but that there are students who wish to go in for honours, and therefore stay a longer time at the schools to prepare for matriculation with honours, and that those are the students who come up for the Senior Grade?—That is the case, I believe, but that is only a side light on the subject, calling for the re-construction of the whole of the Intermediate system; but so long as it is, as at present, the deliberate outcome of very

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learned and thoughtful men, so long must it be accepted as the complete test of what the Intermediate system and the Intermediate training require, and I do not hold, if the Government, for instance, instituted a manufacture of a particular class of tradesman, if it passed a Bill for the manufacture of a number of mechanics, surely the people who only passed half the course and had not got their trade altogether, could not be held to come within the meaning of the full-fledged mechanic contemplated by the Government Bill. Well, your Act contemplates a particular set of people with a particular sort of training, and until that is reversed, the only people who can be held to have got Intermediate education in the proper sense of the word are those who have completed the course, and attained the goal, as it were.

The witness withdrew.

Mr. J. L. Theodore Getz, B. es L., Professor of Modern Languages, Waterpark College, Waterford, examined.

Mr. J. L. Theodore Getz, B. es L.

12948. CHAIRMAN.—Mr. Getz, you are a Bachelor of Literature of the Paris University?—Of the Louvain University.

12949. You are a member of the Association of Intermediate and University Teachers, Waterford?—Yes.

12950. You have been engaged in teaching modern languages, French, German, and Italian, in Intermediate Colleges since 1890?—Yes.

12951. You have had five years' experience of teaching in Continental secondary schools?—Yes.

12952. Now, you have sent us carefully prepared answers to our questions; and I shall only ask you one question with reference to them before I come to the subject of your present paper. You suggest that inspectors should be appointed by the Board to visit all Intermediate colleges and schools, and there to inspect the lower as well as the higher forms, so as to ensure sound and accurate teaching?—That is so; yes.

12953. You give as your reason for that recommendation, that "those engaged in preparing pupils for the different grades must often begin by making their pupils unlearn what has been badly taught in the lower forms, before they can begin to impart any fresh knowledge"—is that your own experience?—This is my own experience both as a teacher and as an examiner of papers, which I have set to various Intermediate schools and colleges. Of ccurse, I only want to speak on one subject, that of modern languages; I do not feel qualified to make a statement on anything else. When I say the lower forms are badly taught, I mean that the teaching of modern languages, as far as pronunciation is concerned, is absolutely defective, and that it would have been better if they had never been taught than the way they have been in some Intermediate schools.

12954. Is your experience of that bad teaching very extensive?—Not very extensive, because I have not had experience of many schools.

12955. But your experience is that, with regard to pupils who have been previously taught in Intermediate schools, when they first came under your instruction, you have found that a considerable number of them had been badly taught?—Yes; sometimes we have got pupils from other schools, and these pupils were unable either to understand the professor or be understood by him, so that the only thing I could do was to begin to teach them over again, until they got into "my system" of pronunciation, as they called it.

12956. Did you find that any of them pronounced the words of the foreign language as if they were English?—Yes; most of them did.

12957. Did any of them spell the words, instead of pronouncing them?—Well, I never actually experienced this; but I heard from these pupils that such was the case.

12958. I believe that at present you are professor of modern languages at Waterpark College, Waterford?—Yes.

12959. Do you teach French, German, and Italian?—Yes; French, German, and Italian, in all the grades.

12960. You were formerly professor at Mardyke College, Cork?—Yes; for two years.

12961. You were also lecturer at the Ursuline High School, Cork?—Yes.

12962. Was that a lecturer of classes intended for entering a university?—No; I prepared pupils for the B.A. and M.A. in the Royal University, and one of the latter got a Studentship.

12963. I understand that you would like to see modern languages taught on an oral basis, and not a purely grammatical one, as at present?—Yes; I consider that the principal defect in the present system.

12964. State your opinion in your own words?—Nearly all the witnesses examined up to now seem to be pretty unanimous concerning the necessity of reforming the present system of teaching modern languages; but, beyond the suggestion that greater attention should be paid to pronunciation, little or nothing has been said as to the improvement of the method at present in use in most colleges and schools in this country. I regret to say that I do not approve of the existing method, and I hold that modern languages ought not to be taught on the same plan as Latin and Greek. I am strongly of opinion that the introduction of what, in Germany, is styled the "new method," would prove highly beneficial; and if teachers desire to give their pupils a practical knowledge of languages, the adoption of this method becomes an actual necessity. This reform has been enforced in German secondary schools since 1892, and its essential features may be summed up as follows: (1) Reading forms the centre of instruction; (2) grammar is taught inductively, not, as at present, deductively; (3) the foreign language is used as much as possible throughout from the beginning; (4) there are regular conversation exercises at every lesson; (5) the teaching is connected with the daily life of the pupil; (6) objects and pictures are used in the earlier stages; (7) what the Germans call "Realien" are extensively taught, especially in the higher courses. The word "Realien" seems to include everything that serves to illustrate a nation's real life and thought, its institutions, manners and customs, and also its literature, history, and geography. (8) Great attention is paid to pronunciation, but more particularly in the beginning, because it has been found that it is then the harm is done; if it is not taught in the beginning, the whole teaching has to be begun over again. (9) Original composition is largely practised, instead of translation into the foreign tongue. (10) Translation into the mother tongue is reduced to a minimum. From the above it will be seen that the reading lesson is regarded as the basis of the whole system; and this reading lesson has to be analysed or broken up to furnish material for conversation, composition, and grammar. The foreign tongue is used to express directly, without the intervention of the native language, or of grammar rules, the images and concepts presented to the pupils' mind. In other words, the language is learned from itself; the student is taught to think in the language. No one can have a good

knowledge of any language, unless he learns to think in the language. Language is learned by imitation: the teacher speaks and reads to the pupils, whose duty it is ti imitate him as well as they can, just as he imitates the foreigners as accurately as possible. What a difference between this method and the system at present in vogue in several schools, where the only means of intercourse between teacher and pupil is the spelling of the foreign word! In most Irish schools modern language teaching consists mainly of grammar and composition. Grammar means the committing to memory of elaborate rules, lists and exceptions, whilst composition takes the form of translating sentences or pasasges into the foreign language with the help of these rules. The new method, on the other hand, looks upon grammar merely as a useful means to the end in view, but not as the ultimate aim; and it maintains that grammar cannot be systematically taught until there is a certain amount of language- knowledge to work upon. No separate grammar lessons, therefore, ought to be given in the earlier stages. Less grammar ought to be taught, but conveyed in a manner at once more attractive and thorough. Original composition (as mentioned before), such as reproducing from memory a story previously learned or just heard from the teacher, letters, and even short essays on concrete subjects, are largely substituted for the usual translation into the foreign tongue. Now, how can this new method be introduced into Intermediate col'eges and schools? In my opinion, the Commissioners could effect this by prescribing the use of grammars, and only such grammars, as give merely what is normal and essential,dropping the exceptions and niceties dear to examiners, but of no practical utility, even to the more advanced pupils. As for text-books, I think that they ought to be abolished, or, if they are to be retained, they ought to be considerably reduced in length,and should be of a kind that would give the students an idea of the life and manners of the nation, and an opportunity of reading the language as it is spoken. I have compiled a list of class-books prepared on the lines of the German reformed method, and I dare say that the perusal of these publications will convince the Commissioners that I have by no means exaggerated the great advantages to be derived from the German system. (*Witness hands in a list.*) It is needless to say that, for the proper working of such a system, inspection becomes necessary. Inspectors should ascertain whether the teaching of modern languages is in the hands of competent persons. I do not suggest that every modern language teacher ought to be a foreigner; but care should be taken that this task be entrusted solely to persons who have resided abroad, or to those who have been carefully trained by foreigners. I am of opinion that the Board should give facilities to modern language masters to improve their practical knowledge of the languages by granting travelling scholarships,in order to visit the best schools abroad, or at least by establishing small bursaries to enable teachers to attend holiday courses, such as those held in Marburg (four weeks) and Jena (three weeks.) Another point I wish to mention is with reference to the examination papers. Attention has already been drawn to the fact that the examination papers differ very much in certain subjects year after year. In one year a very easy paper may be given; in the next year the standard of the Middle Grade may be given in the Junior. As a remedy for this state of affairs, I would suggest the establishment of a permanent board of examiners, and if the Commissioners consider it necessary, to supplement the board by appointing assistant examiners, as is done in the universities.

12965. Is there anything else that you wish to bring under our notice?—No, I think not.

12966. Dr. BARKLEY.—You speak of abolishing text-books altogether, or reducing them considerably?—Yes.

12967. Does that mean that the standard works in a foreign literature are to be excluded?—Well, I would prefer to see modern standard writers prescribed as authors.

12968. Take French, for instance: Is there any reason why a play of Moliere or Racine should not be set?—Well, I should have no objection to introduce them in the Senior Grade; but I would object to see such books in the Preparatory or Junior Grade, the text of which is beyond the grasp of their intellects.

12969. You would not object to introduce them in the Senior Grade?—No.

12970. Would you object to them in the Middle Grade?—Yes; I am of opinion that greater benefit would be derived by Middle Grade students if modern authors were set. I object strongly to text-books, because from what I see, and from what I understand from pupils that come from other places, text-books, as a rule, are merely crammed from a key.

12971. Learned by heart?—Yes. If an inspector came round and examined them, he would find they did not know what the French was.

12972. I thought modern languages were found so much easier than classical that there was less disposition to use keys?—Well, I think the best proof of that would be to get an estimate of the number of keys that are published in modern languages.

The witness withdrew.

CHAIRMAN.—We have now examined a large number of witnesses, and we have received from them, and from the written statements (already published in the appendix to our first report) sent to us in reply to our advertisements, information which seems to us to be sufficient to enable us to answer the various questions upon which His Excellency The Lord Lieutenant has requested us to report our opinion. We, consequently, close our sittings for the reception of oral evidence. We need not say that, before we shall report to His Excellency, we shall give the most careful consideration to all the matters which have been brought before us.

This concluded the public sittings of the Commission.

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INDEX TO EVIDENCE.

[NOTE.—*The figures refer to the Numbers of the Questions.*]

A

AGES:

Should be—

Preparatory, 14—*Delany*, 1062; *Brother E. J. Connolly*, 11768.

Junior, 16—*Delany*, 1064–5; under 15, *Brother E. J. Connolly*, 11768.

Middle, 17—*Delany*, 1064–5; under 16, *Brother E. J. Connolly*, 11768.

Senior, 18—*Delany*, 1064–5; 19 (for pass and results only), *Nicholas*, 1452–62; under 17, *Brother E. J. Connolly*, 11768.

Minimum should be—12, *Delany*, 979–81, *O'Mahony*, 7266, 7779–80; 13, *Mahaffy*, 714–5; *Brennan*, 2830–1; 14, *Most Rev. Dr. Kelly*, 1360–3; *Devitt*, 5867–81; 14 or 15, *Professor G. F. FitzGerald*, 8067–8; 15, *Joly*, 10458–9.

Maximum should be — 17, *Mahaffy*, 659–60; *O'Mahony*, 7266, 7779–80; *Joly*, 10486–9; *Starkie*, 11551–2; 18, *Brennan*, 2830–8; 19, *Jones*, 4733–6; 20, *Most Rev. Dr. Kelly*, 1360–3; *Rev. L. Healy*, 5342.

If Preparatory Grade discontinued, should be reduced one year in each grade—*Purser*, 560.

For passes and results, would have no limits save 14 and 20; for prizes would retain the existing limits—*Most Rev. Dr. Kelly*, 1360–3, 1370, 1395.

For passes and results would have no limit except the maximum: for prizes would retain the existing limits; and would allow over-age students to enter for examination within two years, but not to compete for prizes—*Rev. A. Murphy*, 1740, 1774–9.

For passes, would have no limit or extend it by two years in each grade; for competition would preserve present limits—*Most Rev. Dr. Healy*, 2176–8.

For passes would have no limit; for competition, the ages should be under 15, 16, and 17—*Leebody*, 2309–16.

Limits of, should be 12 and 17, allowing a second year in any one of the grades—*FitzGibbon*, 2620, 2633, 2652, 2699–704.

Students should be classified by knowledge, not by age, age limits affecting only those going in for prizes—*Bodkin*, 3922–4, 4081.

Should be retained as at present—*Bernard*, 4362.

Limits of, should be abolished—*Houston*, 6091–6.

Limits of, should be abolished for pass, the limits for competition being 14 to 16 for Junior Grade, and under 18 for Senior—*Biggs*, 7504, 7617–29.

Would retain present limits of, for competition, but for pass, would have no limits or extend present limits by 3 years—*M'Neill*, 11032–40.

See GRADES and OVER-AGE STUDENTS.

ALGEBRA:

The Examination questions are too difficult—*Leebody*, 2356–7; *Comerton*, 9596; *Shaw*, 9991.

Should not be examined in the afternoon—*FitzGibbon*, 2657.

ARITHMETIC:

Students should be able to use the ordinary rules with fair accuracy, but should not be weighted with the subject, especially with the conundrums given in the papers—*Mahaffy*, 809.

Should be more encouraged—*Most Rev. Dr. Kelly*, 1331.

Papers in, are too difficult—*Rev. A. Murphy*, 2029–31; *Leebody*, 2427–9; *Speers*, 8303; *Boyle*, 9357–9; *Shaw*, 9991.

Papers in, for Middle Grade, were too difficult in 1898—*FitzGibbon*, 2571–7, 2639–40, 2657; *Miss White*, 3190–1, 3409–10; *Comerton*, 9584; *M'Intosh*, 10362–4.

Papers in, were too difficult in Junior and Middle Grades in 1898—*Brennan*, 2840.

Is the most important subject throughout all the grades—*FitzGibbon*, 2577.

Papers in, should contain honest, straightforward questions—*FitzGibbon*, 2577.

Should be compulsory for all students—*Miss White*, 3203–6.

Should be kept distinct from book-keeping—*Abney*, 7378.

The papers in, and in algebra, have increased in difficulty for the past ten years—*Shaw*, 9991, 10061–2.

Marks for, should be increased—*M'Neill*, 11106.

Practice should be included in Preparatory Grade—*Pyper*, 11264.

For commercial purposes is badly taught—*Inglis*, 12019, 12081–8, 12101–5, 12108–9.

Mental arithmetic should receive greater attention and be tested by inspection—*Moses*, 12158–60.

B

BOOK-KEEPING:

Marks for, should be raised—*Rev. A. Murphy*, 1933; *Pyper*, 11269.

Is badly taught for commercial purposes—*Inglis*, 12019.

Should be included in Preparatory Grade—*Burke*, 12487.

BOTANY:

Should be included in the course for boys, and examined in practically—*Mahaffy*, 834–7; *Miss White*, 3208–9, 3315–23, 3337, 3406–7, 3586–90, 3614–7; *Preston*, 6784–9; *Abney*, 7397–9; *Professor G. F. FitzGerald*, 8245–55; *Speers*, 8327–33, 8357; *John Thompson*, 8527, 8630–2; *Burke*, 12445.

Marks for should be increased—*Miss White*, 3214, 3337; *Macken*, 8993–4.

Should be included in boys' course—*FitzGibbon*, 2717.

Should receive the same marks as theory of music, if the latter discontinued, and be examined in practically—*Miss Mackillip*, 9817–23, 9933–7.

Should be examined in practically—*Shaw*, 10068–72.

Text-book in, is particularly unsuitable—*Miss Mulvany*, 10222, 10276.

C

CELTIC:

Should be discontinued, or the marks for reduced —*Mahaffy*, 653–7, 773–6, 865–7, 899–912.

Is educationally very valuable and should be an optional extra subject on the level of a modern language—*Delany*, 996, 1094–101, 1158–65 1192–7.

Is not unduly favoured by the system of marking and examination—*Delany*, 1246–61; *Hyde*, 9295–9, 9334–40, 9346–50.

Should be "Irish"—*Delany*, 996; *Devitt*, 5712; *Hyde*, 9313–8; *Atkinson*, 12419.

Is not of equal importance to Latin and Greek, and should be removed from Class B to Class D—*Bernard*, 4345–8, 4397–401.

Should be continued in the course—*Devitt*, 5711–4; *Duly*, 12630, 12736–41.

Is educationally of great value, and possesses an enormous literature, and should receive higher marks than French or German, but not so high as Greek. It should be taught as a living language and tested by *viva voce* examination in addition to written. The course should be modern Irish for the first two or three grades, and classical Irish afterwards, and should be made more difficult by the inclusion of Irish History—*Hyde*, 9195–350.

The difficulty of preparing in Greek is not less than fifty times that of preparing in Celtic—*Atkinson*, 12339.

Should not be included in the course, even as an optional subject, the language being so unsettled that it is impossible for a child to get real educational training out of it, and there being such a small amount of literature which children could or should read—*Atkinson*, 12337–444.

CHRISTIAN BROTHERS' SCHOOLS:

Most Rev. Dr. Kelly, 1335–6; *FitzGibbon*, 2567–7A, 2733–4; *O'Mahony*, 7739–44, 7788–829, 7852–70, 7901–27, 7974–99; *Professor G. F. FitzGerald*, 8202; *Most Rev. Dr. Foley*, 12214; *Burke*, 12331–6; *Laffan*, 12895

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COLLEGE OF PRECEPTORS:

Examination held under—*Mrs. Byers*, 5640–59; *Biggs*, 7614.

COMMERCIAL COURSE AS IT EXISTS:

Has been a failure—*Jones*, 4593–6, 4696–9, 4704–14; *John Thompson*, 8540; *Burke*, 12465–8.

Is defective as to its range of subjects, the value attached to them, and the time at which some of them are introduced—*Pyper*, 11264.

Is manifestly useless—*Inglis*, 12021, 13035–43.

COURSES:

Should consist of—(1), Present course; (2), a commercial and scientific course (the latter being afterwards divided into two), the prominent subjects in the scientific course being, besides English and a modern language, physics and chemistry, and perhaps botany; the two courses, even where the subjects are the same, being examined by different sets of examination papers, and the marks given for those subjects being different in the different courses. The two courses should secure teachers and pupils equal money remuneration—*Molloy*, 71–80, 84A, 87–8, 186–7.

COURSES—(*continued*).

Should be divided into (1) grammar school course, (2) science course, (3) commercial course—*Mahaffy*, 646–51.

Should be divided into (1) grammar school, (2) mathematical, and (3) modern, rather than commercial, these giving to students and teachers equivalent and uniform advantages, not being inter-competitive, and there being certain optional subjects, not more than two to count — *Delany*, 957–62, 972–7, 1023–4, 1211A–12A.

Should be divided into (1) classical, consisting of the present course, and (2) modern—*Most Rev. Dr. Kelly*, 1350; *Haslett*, 10124–5.

Should be divided into—(1) Grammar school, (2) scientific, (3) commercial or modern, and (4) a girls' course; there being no competition between them, each giving the same advantages to teachers and pupils; and girls being allowed to compete in any one of the four.—*Nicholas*, 1463–76, 1525–9, 1578–81.

Should not be divided into groups, as this would tend to interfere with higher culture. There should be sufficient elasticity in the programme, however, to enable schools themselves, with the approval of the Board, to group subjects. In the Preparatory and Junior Grades no subject should be compulsory save English, but specialisation should not begin earlier than the Middle Grade. The present indefiniteness in the standard of knowledge required should be remedied by naming a standard book or giving an instruction to examiners. The grammar school course should be regarded as the legitimate basis of the system—*Rev. A. Murphy*, 1789–95, 1832–40, 1864–73, 1881–2, 1895–901, 1917–33, 1979–83, 2032–3.

Should be divided into (1) classical, (2) scientific, and (3) modern, for the Senior Grade only at first, but afterwards, if desirable, for the Middle Grade also, but not for the lower grades—*Most Rev. Dr. Healy*, 2151, 2191–4.

Should be divided into (1) grammar school, and (2) modern, with a different scale of marks and separate exhibitions; no candidate in (1) being allowed to take more than one modern language and Latin being compulsory; and no candidate in (2) being allowed to enter in Greek—*Dods*, 4931, 4992–5, 5072–86.

Should be divided into (1) present course, and (2) commercial course—*Rev. L. Healy*, 5151–7, 5171–90, 5260–4, 5323–7.

Should be divided into a number of courses of equal difficulty, and with equal rewards to pupils and teachers. One of the courses should provide an ordinary English education with a modern language—*C. E. FitzGerald*, 6398–9, 6407–8.

Should be divided into (1) Intermediate grammar school course as preparation for a University or the learned professions, and extending to about 18; (2) Intermediate scientific course (including at least one modern language) as preparation for a technical or scientific college, and extending to about 18; (3) secondary education as preparation for commercial or clerical work, and extending to 16 or 17; and (4) secondary education as preparation for industrial or technical work, and extending to 16 or 17—*Plunkett*, 6545, 6557, 6563–5, 6614–46, 6695–9.

Should be arranged so that schools might earn grants on the modern or science and commercial side equal to those on the classical side —*Preston*, 6766.

The programme should be divided into three groups the first including English, Latin and

COURSES—(*continued*).

Greek, each having 1,200 marks, the second including modern languages, mathematical and science subjects, drawing and commercial English, with 600 marks each, and the third including shorthand, handwriting, book-keeping and commercial sections of modern languages, with 300 marks each. In each grade there should be two divisions, a classical and non-classical, of equal difficulty, with equal rewards for teachers and pupils, and not inter-competitive. A good commercial course for Preparatory and Junior Grades would include English, commercial geography, book-keeping, shorthand, a modern language, practical science, handwriting, and mathematical subjects—*O'Mahony*, 7265, 7745–64, 7928–51.

Should be divided into (1) technical, (2) commercial, (3) grammar school. The first two years, however, should be general education, including practical science and a modern language, but not having Greek and Latin compulsory—*Abney*, 7310–5, 7338–44, 7430.

Should be divided into (1) grammar school and (2) commercial, greater attention being paid throughout to science, and the two courses being of equal difficulty and giving equal rewards to teachers and students—*Professor G. F. FitzGerald*, 8148–53, 8217–29.

Prior to Preparatory Grade, all boys should have the same course of study, with the exception of a few distinctive optional subjects; afterwards the courses should be (1) grammar school, and (2) commercial, with equal marks, and with inter-competition for prizes. Penmanship, dictation, reading, elocution, and mental arithmetic in all grades; typewriting from Junior upwards; conversation in foreign languages in Middle and Senior, and political economy in Senior, would be essential in course (1) in which a pass should be gained in Preparatory for English, arithmetic, algebra, book-keeping, or shorthand and French or German. The applied sciences should be optional in both courses—*Pyper*, 11263–75, 11295–302, 11328–34.

Should be divided into (1) grammar school (2) commercial, and (3) scientific, with equal advantages to teachers and pupils, and not inter-competitive. In course (2) in the Preparatory and Junior Grades, would introduce a large element of liberal education; in Middle Grade would have physics, chemistry, drawing, mathematics, English, with special attention to handwriting, shorthand, arithmetic, book-keeping, with one modern language at least, and two in the Senior Grade. Course (3) would be very much like the course adopted by the Science and Art Department—*Graves*, 11350–4, 11386–99, 11412–5, 11426–61.

In large schools, should be divided into (1) classical, and (2) commercial. In small schools should not be divided into groups, but should be so arranged as to allow the teacher to select subjects making practically two courses, a classical and a commercial; commercial subjects such as mathematics, shorthand, and book-keeping getting increased marks, précis being included as a separate subject, the commercial parts of languages being discontinued, and the language properly taught in both courses by dictation, reading, recitation, and correspondence—*W. G. Conolly*, 12796–7, 12864–5.

Should be divided into (1) commercial or modern, and (2) professional; the first being based essentially on a sound knowledge of English, and including practical and higher mathematics, a wide range of arithmetic, geometry, trigonometry and mensuration. It should also include a knowledge of the metric system, and at least one modern language. Natural science should be compulsory, Latin optional, and Greek excluded. The courses should not be inter-competitive—*Comerton*, 9485–90, 9557–8, 9666–7, 9679.

Should, after the Preparatory Grade, be divided into (1) a university or classical course, and (2) a commercial course, with equal results fees and prizes; the programme for boys and girls remaining the same; English being placed first in importance, and of languages, Latin coming next in the earlier grades, and Greek, French and German coming together in importance in relation to life and education—*FitzGibbon*, 2565–7, 2592, 2687–90, 2717–25, 2727–34.

Should be divided into (1) university or grammar school course, and (2) commercial or modern, the two being placed on a footing of perfect equality as regards difficulty, and as regards the rewards to teachers and students—*Brennan*, 2853–9, 2861–77, 2995–3011, 3014–22.

Should be divided into two secondary groups leading up to university, professional, and higher Civil Service examinations, and one commercial course, including English, modern languages, mathematical subjects, book keeping, précis, shorthand, &c.—*Brother E. J. Connolly*, 11768–71.

Should be divided into (1) university and (2) commercial, with equal marks and equal inducements for teachers and pupils, the latter course including, Latin, English, arithmetic, writing (with special marks), spelling, précis, extension from précis, book-keeping, shorthand, business correspondence, modern languages (in the Junior, one, in the Middle and Senior, two, preferably French and German), and science taught practically, and marks being given for general neatness of answers. The liberty to take up optional subjects should be more limited—*Inglis*, 12021–141.

Should be divided into (1) classical, (2) scientific, and (3) commercial. In (1), science and modern languages should be included; in (2), agricultural chemistry should receive attention, and Latin might possibly be dropped; in (3), the course would be chiefly linguistic, but arithmetic would be very important—*Most Rev. Dr. Foley*, 12230–3, 12266–7.

Should be divided into (1) university and (2) modern, the two being, if possible, of equal difficulty and offering equal inducements to teachers and pupils, and the latter being so framed that from it could be selected a course of applied science, a commercial course, or a Civil Service course—*Burke*, 12447, 12463–72, 12485–8.

Should be divided according to the destinations in life of the students, a general education course being the finish—*Crook*, 10766.

There should be no special commercial course—*Jones*, 4696, 4704–14, 4860–1; *Dods*, 4994–5, 5074; *Mrs. Byers*, 5634–5: *Houston*, 6080–2; *Speers*, 8303.

A commercial course should be limited to Middle and Senior Grades—*Devitt*, 5963–6.

The commercial side of, should be encouraged—*Ward*, 11790, 11885; *Inglis*, 12015–141.

Would prefer a good sound education in the selected subjects to a special preparation for Civil Service examinations—*Molloy*, 82; *Mahaffy*, 652.

COURSES—(*continued*).

The ideal system would be for the governors of the schools to select their own courses, and, being given an endowment, to offer their own prizes in their own way—*Most Rev. Dr. Healy*, 2157.

The ideal system would be to give every school a free hand, still, however, retaining competition for exhibitions and scholarships—*Leebody*, 2248, 2381–7, 2410–6.

But at present, would divide the courses into (1) grammar school, like the present, (2) scientific, and (3) modern. For girls, would modify the present programme, and give them the option of competing with boys in the other courses—*Leebody*, 2317–20, 2369–75, 2399–401, 2458–66.

Should be submitted by each school for the approval of the Board—*Delany*, 1000–7; *Bodkin*, 3962, 4197–202; *Bernard*, 4316–8; *Houston*, 6156–62, 6278–82; *Professor G. F. FitzGerald*, 8282–7; *Garnett*, 10871–2; *W. G. Conolly*, 12841–2.

Ultimately each school should select its own, subject to the approval of the Board—*Molloy*, 123–7.

Should give the greatest possible liberty to the head masters and governing bodies of schools—*Nicholas*, 1510–5, 1588; *FitzGibbon*, 2585; *Miss White*, 3359–60, 3531–4; *Bodkin*, 3962, 4185–90, 4206–11, 4245–9; *Bernard*, 4276–9, 4477–81; *Jones*, 4500–12, 4521–38, 4568–74, 4788–814; *Dods*, 4996–5000; *Mrs. Byers*, 5462–71: *Ward*, 11895–9.

Should be separate for pass and honour students—*Delany*, 1116–9.

In each course there should be a great many more subjects than a student could take—*Molloy*, 77.

Students should be allowed to take extra classics or extra mathematics as optional subjects, instead of subjects of a wholly different character—*Delany*, 1208–9.

If different courses are framed, science should be favoured in them for all the grades—*Speers*, 8303.

There should be in each grade a group of science subjects, counting 1,200 marks, and a commercial group of subjects, counting also 1,200 marks—*John Thompson*, 8536–40.

For all students in all grades the most useful subjects are English, Latin, modern languages, and mathematics—*Shaw*, 10000–1A.

The compulsory subjects should be—in Junior Grade—English, history, French or German, and Latin, arithmetic, algebra, Euclid, and drawing, geography, physical geography, biology and natural philsophy; in addition to these in the Senior Grade, trigonometry, chemistry, and astronomy; the optional subjects being Greek, chemistry, bookkeeping, French or German, commercial English, commercial French, German, Italian, and Spanish—*Joly*, 10496–504, 10581–8, 10640–9.

English, spelling, writing, and arithmetic should be compulsory in every course—*Delany*, 973–4.

Should be reduced in extent in all grades—*Garnett*, 10894–910; *Pyper*, 11269; *Ward*, 11827–9; *W. G. Conolly*, 12850–2.

Should be reduced in Senior Grade if the age reduced, and in Middle and Senior Grades, should be better adapted to university, Civil Service, and other examinations—*FitzGibbon*, 2703, 2744–6.

If the Senior Grade course were made to correspond with the Royal University matriculation, it would encourage boys to remain after the Middle Grade—*Rev. L. Healy*, 5256 9, 5363–75.

COURSES—(*continued*).

If the Middle Grade became the Senior, and its course were so arranged that the universities would recognise it as a substitute for matriculation, more students would compete—*W. G. Conolly*, 12818–22.

Would endeavour to get the examination in Senior Grade accepted for matriculation in the Royal University, and wherever the Royal University matriculation examination is accepted—*Delany*, 1213–3A.

The present arrangement as to, by which the course corresponds to the honour matriculation of the Royal University, is satisfactory—*Brennan*, 3038–41.

In the Senior Grade the classical course should be something like the former course for the Trinity College entrance examination—*Delany*, 1078–9.

In the Middle Grade an exhibition should not be given for classical knowledge without one mathematical subject and one modern language—*Delany*, 1075–7.

In Middle Grade, is too difficult for pass boys—*Devitt*, 5987–8.

In Preparatory Grade additional subjects should be included—*O'Mahony*, 7265; *John Thompson*, 8529.

Specialisation in—

Should begin only after the Intermediate course—*Brennan*, 3019–22; *Ward*, 11790; *Laffan*, 12906, 12942–5.

Should be allowed in Senior Grade for honours—*M'Intosh*, 10303, 10316, 10357–61.

Should be allowed in Middle and Senior Grades—*Mahaffy*, 718–9, 788; *Rev. A. Murphy*, 1790–5.

Should commence in the Senior Grade, the groups consisting of classics, mathematics, modern languages, and natural science—*Miss White*, 3202–7.

Would possibly allow it in the Senior, but not before—*Bernard*, 4363–5; *Houston*, 6080–2.

Should be allowed in Senior Grade—*Jones*, 4830; *John Thompson*, 8530; *Haslett*, 10167–70; *Miss Mulvany*, 10222; *Crook*, 10767–8; *Henry*, 11710.

Should be allowed in Senior Grade, the subjects being grouped as follow:—(1) classics, (2) mathematics, (3) modern languages, and (4) natural science, and English should be compulsory. If English be made a fifth group, candidates should be allowed to take two groups—*John Thompson*, 8530.

Senior Grade pupils should be allowed to specialise between classics and mathematics—*Shaw*, 10078.

Students should be encouraged to specialise at least in literature and science, the former course, if adopted, containing Latin, Greek, English, one modern language and elementary science, the latter including English, a modern language, and an elementary knowledge of Latin—*Starkie*, 11564–7.

Course for Girls—

The present course, which is unsuitable for girls, should be competitive between boys and girls or be superseded for girls by a new course—*Most Rev. Dr. Kelly* 1402–3, 1416–29; *Rev. A. Murphy*, 1913–6; *Most Rev. Dr. Healy*, 2211–7.

Should be the same for boys and girls, but should be widened so as to allow girls to choose what is best for them. Instead of alternative programmes, would prefer that boys and girls should compete on equal terms—*Miss White*, 3220–30, 3329–37, 3351–408, 3411–2, 3474–6, 3546–67, 3574–85.

COURSES—(*continued*).

Should remain as at present substantially the same for boys and girls without competition between them—*Bernard*, 4389–96; *Mrs. Byers*, 5410–3, 5565–6, 5594–602, 5633–5, 5689–704; *Macken*, 9042–5.

Should be changed, boys and girls competing with each other as in the universities—*Speers*, 8303.

The Dublin Branch of the Teachers' Guild recommend that the courses for girls and boys should be the same, but the lady members only assent to this as to Junior Grade—*John Thompson*, 8534–6.

Would not approve of a different programme for boys and girls—*Miss Oldham*, 8702–7.

Girls should not compete with boys for exhibitions and prizes—*Shaw*, 10000.

There might be a separate course for girls in mathematics, and they should have a course in history, even though not taking the language to which it refers: music should be included for girls in Preparatory Grade—*M'Neill*, 11069–75, 11105.

Boys and girls should study the same subjects generally, with a number of subjects left optional—*Pyper*, 11263.

Text-Books in—

Text-books prescribed in, are widely complained of in respect of ability and accuracy—*Miss Mulvany*, 10222.

Text-books should be more carefully selected—*M'Intosh*, 10315, 10375-8.

Text-books suggested — *M'Intosh*, 10315, 10375–8; *Joly*, 10497–8, 10522–4.

Text-books should be printed in clear large type —*Pyper*, 11262.

CRAMMING:

Is essential for very young boys—*Tyrrell*, 3662–3.

So far as it is vicious, can be obviated by a proper mode of examination — *Tyrrell*, 3686–93.

Will not produce the best results in examinations —*Jones*, 4561–7, 4597–600, 4654–7.

See SYSTEM AS IT EXISTS.

D

DIPLOMAS:

Should be given to those who have gone through the course half way, say, about the beginning of the Middle Grade, and on a leaving examination to those who have gone the whole way, at the end of the Senior Grade, the diploma in each case setting forth exactly what the student has done—*Molloy*, 100–11, 188–96.

See EXHIBITIONS AND PRIZES.

DOMESTIC ECONOMY:

Mrs. Byers—5631–2.

As prescribed is a poor subject and tends too much to memory work—*Miss White*, 3145.

Should be withdrawn from the course—*Macken*, 9045–6, 9137–41.

Should be continued in the course — *Miss Mackillip*, 9892–901.

DRAWING:

Should be encouraged—*Most Rev. Dr. Kelly*, 1331; *FitzGibbon*, 2727; *Speers*, 8303.

DRAWING—(*continued*).

Should be compulsory in the Junior Grade—*Preston*, 6783, 7164–9.

Should be allowed as an extra subject, counting for results fees but not for prizes—*Boyle*, 9373–4, 9458–62.

E

ELOCUTION:

Delany, 1139,

Special grants should be given for the encouragement of—*Molloy*, 174–6.

Should be given greater attention and encouraged by grants—*Plunkett*, 6565–6.

Should be encouraged—*M'Neill*, 11051.

ENGLISH:

Students should be exempt from, after the Junior Grade as soon as spelling and writing were satisfactorily done, but literary English might be included in the higher grades—*Mahaffy*, 810–2.

There must be prescribed books in, and examination should test the student's knowledge of the text—*Mahaffy*, 842–5, 913–7.

The present examinations in, are not, to any extent, educationally useful—*Delany*, 974.

The course in, should be very wide, so that the examinations may not be so much in books as in subjects—*FitzGibbon*, 2579; *Starkie*, 11663–70.

More rational questions should be given in—*Miss White*, 3434; *Biggs*, 7712–8; *Macken*, 9017, 9146–72.

The rule as to composition in, is not sufficiently stringent—*Bodkin*, 3817–20, 3835–46, 3989–9, 4105–10, 4143–59.

English literature cannot be examined into, though it may be tested by inspection—*Bodkin*, 3965–70; *Miss Oldham*, 8766–77, 8851–2, 8917–8.

A student showing, in any subject, inability to express himself in reasonably accurate English, should be reported by the examiner; and in the Senior Grade no student unable to write a page of English without bad mistakes in spelling and grammar should obtain a distinction or prize—*Bernard*, 4349–61, 4444–6, 4451–8.

Too much importance is attached to composition in, in Preparatory and Junior Grades—*Mrs. Byers*, 5628–30.

Composition in, should receive greater attention —*Plunkett*, 6565.

Should be divided into three subjects—(*a*) composition and grammar, (*b*) authors and English literature, (*c*) history and geography—*O'Mahony*, 7265.

The new rule as to composition in, has a tendency to lead to the abandonment of English composition altogether — *Macken*, 9083–8, 9173–6.

The text-books in, should be shorter. There should be more questions in analysis, the students should have ideas suggested to them for composition, and the system of marking might be so changed as to allow a student passing only in part in English, to pass the examination on the whole—*Boyle*, 9385–7, 9430.

Course in, is too long—*Haslett*, 10117, 10135; *Garnett*, 10900; *Daly*, 12630.

Commercial parts of, should receive higher marks —*Pyper*, 11269.

Analysis should be prescribed earlier, the authors should be reduced in the lower grades,

ENGLISH—(*continued*).

the students should be able to become acquainted with a larger range, and the poetry should be by first-class authors — *Ward*, 11875–8.

Training in, does not enable boys to deal with correspondence, even after it is dictated to them—*Inglis*, 12019.

EUCLID:

Mahaffy, 859–64; *Bodkin*, 3863–4.

Is sometimes learned by heart—*Mahaffy*, 820–1.

In Middle Grade there should be only four books, with more deductions in first and second books—*Miss White*, 3337, 3434, 3487–90, 3536–7, 3596–7.

Papers in, are too difficult—*Bodkin*, 4111–5; *Boyle*, 9357–9, 9390–4; *Comerton*, 9584–97.

Course of, in each grade should be reduced, and more marks allowed for deductions—*Garnett*, 10897–9.

EXAMINATION:

The general examination should be retained, but should be tested by inspection—*Nicholas*, 1509, 1540, 1653–88, 1693–1708; *FitzGibbon*, 2493; *Jones*, 4487–95, 4539–61, 4575–92, 4601–35, 4640–53, 4723–814; *Dods*, 4894–926, 4932–88, 5030–5, 5096–131; *Rev. L. Healy*, 5151, 5200–27, 5241–55, 5267–90, 5376–9, 5391–404; *Mrs. Byers*, 5414–61, 5497–527, 5542–3, 5553–60, 5572–90, 5603–4, 5660–72; *Devitt*, 5758–67, 5780–825, 5882–907, 5931–51, 5969–74, 5997–6020; *Speers*, 8303, 8327–9, 8334–6; *Moore*, 8395–6, 8407–11, 8444–66, 8473–5, 8485–516; *John Thompson*, 8522, 8624–9; *Macken*, 8976–9, 8996–9009, 9013–26, 9074–80, 9089–99, 9128–45; *Comerton*, 9563–82, 9621–6, 9709–13, 9719–21; *Shaw*, 9964–88; *Haslett*, 10095–100, 10112–4; *Miss Mulvany*, 10222, 10232–7; *M'Neill*, 11052–60, 11076–84, 11089–104, 11199–201, 11219–23; *Starkie*, 11504–9, 11535–9; *Brother E. J. Connolly*, 11762, 11775–84; *Ward*, 11837–54; *N. D. Murphy*, 11927–34, 11946–55; *Boyd*, 12528–32; *Daly*, 12629–30, 12667–71.

The annual general examination should be superseded by inspection and examination of the pupils in the schools—*Most Rev. Dr. Kelly*, 1338–49, 1372–3; *Houston*, 6045–76, 6121–4, 6129, 6155–68, 6184–95; *Joly*, 10416–29, 10451–7, 10459–70, 10525–36, 10606–12, 10618–26, 10659–84; *Garnett*, 10856–74, 10945–9; *Most Rev. Dr. Foley*, 12169, 12177–87, 12264–5, 12268–74, 12279–302; *W. G. Conolly*, 12798–9, 12866–71.

The annual general examination should be superseded by inspection and an examination of pupils in the schools (if inspection, when tried, prove successful)—*Molloy*, 90–5, 128, 151–9, 386–7; *Rev. A. Murphy*, 1742–3, 1849–54, 1857; *Bodkin*, 3794, 3821–7, 3929–63, 4000–28, 4133–42, 4160–205, 4212–7, 4229–66; *Bernard*, 4299–325, 4366–83, 4425–37.

The annual general examination should be continued, but in addition, inspection as to modern languages and science would be educationally useful—*O'Mahony*, 7830–40.

The annual general examination should be continued as at present without inspection—*M'Intosh*, 10294–305, 10332–53, 10393–7.

The general written examination should for a time be continued for pass students, and should always be continued for honour students—*Leebody*, 2264–5, 2271, 2381–7.

The general written examination should be continued, but should be supplemented by inspection and *viva voce* examination, which in certain subjects (such as music, experimental science, and modern languages), but not in all, would decide for the purposes of competition, whether the knowledge was adequate, selected pupils within a certain limit or margin being further examined orally. If a school were not capable of teaching a subject efficiently, pupils from that school should not be examined in that subject—*FitzGibbon*, 2535, 2547–64, 2621–32, 2667–76, 2678–80, 2691, 2694–6, 2709–15, 2768–95.

The general examination should be retained, but should, if possible, include *viva voce* tests in languages, inspection being resorted to only if *viva voce* examination be impracticable—*Tyrrell*, 3653, 3658–76, 3697–700, 3704–13, 3770–6.

The general examination should be continued for students over 14 or 15, and should be supplemented by inspection, but for students under that age, should be entirely superseded by inspection—*Professor G. F. FitzGerald*, 8043–59, 8067–82, 8117–9, 8132–6, 8169–75, 8275–81, 8284–6.

The general examination should be superseded by inspection, a leaving examination, however, principally on unprescribed work, being held for students over 15 and certificates being given on the result—*Miss Oldham*, 8707–61, 8776–8, 8811–8, 8844–5, 8862–906, 8921–2, 8934–44, 8954–60.

The annual written examination should be supplemented by inspection and *viva voce* examination—*Inglis*, 12031.

The annual general examination should be supplemented by inspection or visitation of the schools, any school neglecting to fulfil prescribed conditions as to the teaching of languages or science, &c., being disqualified—*Brennan*, 2815–29, 2896–912, 2926–8, 2936–52, 2975–7, 3061–71.

The annual general examination should be continued (the pass and honour examination being separate), but should not affect the results fees, which should depend entirely on inspection. Would prefer no pass examination and inspection to a pass examination without inspection—*Miss White*, 3251–4, 3295–312, 3358–51, 3436–48, 3568–73, 3618–48.

The annual general examination should be continued, but if abuses exist, inspection should be used as a corrective—*Boyle*, 9354–6, 9395–400, 9415–7, 9425–8, 9452–7.

The general examination should be continued, assisted by inspection, for the last two years of the course, inspection alone being the test for the first two years—*Abney*, 7316–37, 7468–73.

The present general examination should be superseded by inspection as to pass students with a "leaving" examination, and competition being confined to candidates for prizes—*Plunkett*, 6526–7, 6578–94, 6642, 6647–51, 6713–38, 6741–3.

The present general examination should be superseded by inspection alone. A school examination for prizes would be better than the present system—*Dr. C. E. FitzGerald*, 6382–97, 6417–9, 6431–47, 6458–66, 6503–7.

The present general examination should be continued, and, for the present, should continue, with inspection, to affect the grants to schools—*Preston*, 6760–6, 6852–77, 6915–35, 6940–7007, 7025–48, 7089–97, 7185–200.

The general examination should be continued, but, if thought desirable, marks might be given for pronunciation of languages, while inspection, if instituted, should be confined to the character of the schools—*Biggs*, 7512–34, 7539–43, 7556–69, 7637–63.

EXAMINATION—(*continued*).

The general examination should be continued, inspection, if adopted at all, being limited to the kind recommended by the Secondary Education Commission in England—*Miss Mackillip*, 9765–81, 9863–5, 9938–58.

The annual general examination should be continued in classics, mathematics, and English, &c., but tested by inspection; in modern languages, applied sciences &c., it should be superseded by inspection—*Graves*, 11358–73.

The only national competitions (which should be in writing only) should be in the Junior Grade and at the end of the course for scholarships —the only students not admitted to the competitions being those who had failed in the pass examinations in the schools—*Delany*, 1008–20.

Two or three yearly, should, if possible, be held in Dublin, Belfast, and Cork, as preliminary examinations for medical students, solicitors' apprentices, &c. — *Atthill and Thomson*, 10974–11028.

Is held in too many subjects, and should be superseded in some by inspection. On the technical side would limit it to two subjects besides mathematics — *Abney*, 7366–96, 7380–96, 7410–3.

Leaving examination, if adopted, should be by the class professors supervised by an inspector —*Bodkin*, 3943–6, 4024–5.

It would be desirable but not feasible to abolish the examinations for exhibitions: this examination should be in writing after an inspection and *viva voce* examination in the school, no student being examined until he or his class had satisfied the inspector—*Rev. A. Murphy*, 1743, 1862–3, 1890–4.

It should not be necessary for pass boys to present themselves for examination, but the amount available for results fees and prizes should not be notably diminished by any system of inspection—*Most Rev. Dr. Healy*, 2158–65.

An annual general examination at centres should be held for candidates for exhibitions, the tests including *viva voce* examination in languages and practical examination in science—*Molloy*, 133–40.

After the school examination, the inspector, or, after some time, the teacher, might select boys to compete for the exhibitions given in the Senior Grade—*Most Rev. Dr. Foley*, 12265.

Students reaching a certain standard and competing for prizes, might be examined orally at certain centres—*Purser*, 599–613A; *Mahaffy*, 640–2, 702–6; *Bernard*, 4280–92, 4324–5 4421–4, 4432–43.

Students selected by the schoolmasters should, at centres, be examined by written examination, orally and practically in science subjects for exhibitions—*Joly*, 10427–9, 10443–4, 10460–7 10481–5, 10527–36, 10546–63, 10567–72 10603–6, 10680–4, 10707–16.

Boys selected after a practical scientific examination in the schools might be examined for honours, the marks gained in the school examinations counting for exhibitions or prizes—*Burke*, 12500–1.

A written examination at certain centres should be held for students recommended by the inspectors for further examinations for exhibitions and prizes—*Most Rev Dr. Kelly*, 1351–5, 1413.

Students selected in the school examination should be examined for exhibitions and prizes—*W. G. Conolly*, 12798.

Should be more as to the soundness of knowledge in the entire course than as to proficiency

EXAMINATION—(*continued*).

in a special course, so as to prevent the schools getting into particular grooves—*FitzGibbon*, 2568–83, 2726.

Should be easier for pass and more severe for honour students—*Delany*, 957.

The element of chance exists in the written, just as it would in inspection or in the oral—*Molloy*, 391–4; *Purser*, 541; *Mahaffy*, 789–93; *Delany*, 943, 1141–4; *Rev. A. Murphy*, 2058–65, 2103–5; *Most Rev. Dr. Foley*, 12179–84.

Date of, should be 1st July—*Rev. A. Murphy*, 1763–5; later—*Mrs. Byers*, 5431.

Time occupied in, should be reduced for pass—*Rev. A. Murphy*, 1766; *Biggs*, 7692–705; *O'Mahony*, 8013–9; *Professor G. F. FitzGerald*, 8100–4; *John Thompson*, 8541–2.

Should be held in the more difficult subjects in the morning, easier subjects being taken in the afternoon—*John Thompson*, 8542.

In the Middle Grade students should be eligible for, a second time—*Rev. A. Murphy*, 1780.

Students should be allowed to compete in any grade while within the age limit—even though not earning further results fees—*Delany*, 1059–65, 1152.

Students within the prescribed ages should be eligible for, a second time, in any one of the four grades—*FitzGibbon*, 2620, 2699–703; *Brennan*, 2831; *Rev. L. Healy*, 5340–2; *Mrs. Byers*, 5625–7.

Students, while within the prescribed limits, should be eligible for, a second time, in the Middle and Senior Grades—*Miss Mulvany*, 10222.

Students should not be admitted to, except from approved schools—*Laffan*, 12895.

Should be held in religious subjects, but without competition, and excluding polemical matter—*Delany*, 953, 1198–207, 1210–1; *Rev. A. Murphy*, 1757–8, 1887–9, 1941–53, 2005–12, 2092–102; *Macken*, 9009.

Should not be held in religious subjects—*FitzGibbon*, 2750; *Miss Mulvany*, 10222.

Should be practical in science—*Molloy*, 32–4; *Purser*, 415–26; *Mahaffy*, 627, 637–9; *Delany*, 1000, 1234; *Nicholas*, 1689–91; *Rev. A. Murphy*, 1771; *Most Rev. Dr. Healy*, 2138–45; *FitzGibbon*, 2529–32; *Miss White*, 3215–6; *Bernard*, 4282; *Jones*, 4601–7; *Dods*, 4888–9; *Mrs. Byers*, 5514; *Plunkett*, 6578–80; *Professor G. F. FitzGerald*, 8034–41; *Moore*, 8413–23; *Joly*, 10601–2, 10666; *Atthill and Thomson*, 11015–26; in the Middle and Senior Grades —*Leebody*, 2280, 2388; *Burke*, 12489–501; if the difficulty arising from the expense of laboratories could be overcome—*Crook*, 10760–5, 10793–4.

A practical examination in science is quite practicable—*Preston*, 6890–9; *M'Intosh*, 10300; *Joly*, 10549–63; *Burke*, 12489–501.

A practical examination in science would be difficult to arrange owing to the want of laboratories—*Speers*, 8357–62.

For advanced science, should be both practical and written, while elementary science for children under 15 should be tested by inspection alone to ensure that it is practically and thoroughly taught—*Abney*, 7316–26, 7403–4, 7474–6.

Should be partly oral—*Most Rev. Dr. Kelly*, 1359, 1376–85, 1388–9; *Nicholas*, 1653–76; *Rev. A. Murphy*, 1770–3; *Bodkin*, 3913; *Bernard*, 4281–2; *Dods*, 4887–93.

Oral, should not be introduced on account of the expense—*Most Rev. Dr. Foley*, 12169.

Should be partly oral in the Preparatory Grade —*Boyle*, 9435–40, 9445–51.

EXAMINATION—(*continued*).

Oral, would be useful, but it is not practicable—*Miss Mackillip*, 9791–2; *Crook*, 10725–8, 10786–92.

Oral would not be desirable or practicable—*M'Intosh*, 10306, 10379–92.

Oral, could not be introduced in consequence of the large number of candidates—*Starkie*, 11546–8; *Ward*, 11847–8.

Oral, does not see how it could be introduced consistently with universal fair play—*Biggs*, 7538–41.

Should be partly oral in modern languages—*Molloy*, 389–90; *Purser*, 415–26, 588–91; *Mahaffy*, 621–6, 637–9; *Delany*, 1000–8, 1113, 1180; *Most Rev. Dr. Kelly*, 1376; *Nicholas*, 1650–2, 1689–91; *Most Rev. Dr. Healy*, 2132–6; *FitzGibbon*, 2705–8; *Tyrrell*, 3653, 3773–4; *Bernard*, 4282; *Dods*, 4887; *Mrs. Byers*, 5511–27; *Devitt*, 5760–3; *Plunkett*, 6581–2; *Professor G. F. FitzGerald*, 8042; *Moore*, 8424–6.

Oral, is desirable in the classical languages—*Purser*, 423–6; *Mahaffy*, 621–5; *Most Rev. Dr. Kelly*, 1376; *Most Rev. Dr. Healy*, 2132–6; *Tyrrell*, 3653, 3764–9; *Bernard*, 4282; *Dods*, 4892; *Devitt*, 5763; and necessary for the awarding of medals—*Mahaffy*, 839–41.

Should be partly oral in English—*Purser*, 493–6; *Most Rev. Dr. Healy*, 2137; *Plunkett*, 6583–7.

Oral, should be held in the senior grade in science and modern languages, at certain centres—*John Thompson*, 8530–2, 8628–31.

Should be partly oral in Euclid—*Purser*, 541.

Oral, is desirable in all subjects—*Mahaffy*, 621–3; *Devitt*, 5760–7, 5780; *Joly*, 10664–6; except algebra, trigonometry, and arithmetic—*Bernard*, 4290–1.

Should be partly oral in shorthand—*Mahaffy*, 627; *Dods*, 4890; *John Thompson*, 8527. See SHORTHAND.

Should be partly oral in music—*Mahaffy*, 637 See MUSIC.

Oral, should be held in all subjects which cannot be properly tested by written examination—*Inglis*, 12031.

Oral would be desirable, but it would be scarcely possible to arrange it so as to secure perfect confidence in it—*Nicholas*, 1539, 1550–2, 1625–31, 1643–8, 1650–2, 1665; to submit those who had passed creditably in the honour examination to a further oral examination might, however, be something in the direction of a solution of the difficulty—*Nicholas*, 1643–8.

Oral, is essential in certain subjects, in languages, even including English, and in all scientific subjects, with the exception of mathematics—*FitzGibbon*, 2523–37, 2548–56, 2678–80.

Oral, would be a great advantage in mathematics—*Devitt*, 5763.

Vocal and instrumental music, reading and elocution cannot be tested by written examination while there are other subjects which can only be imperfectly tested by it—*O'Mahony*, 7264; *Miss Oldham*, 8939–44.

Oral, is more useful than written—*Most Rev. Dr. Kelly*, 1376; *Nicholas*, 1628.

Oral, gives quickness and readiness, which should be cultivated—*Delany*, 1137–9; *Jones*, 4601–2.

Oral, often does injustice to clever but nervous students—*Delany*, 1009; *FitzGibbon*, 2533–4.

Only students satisfying the inspectors in the oral school examinations should be admitted to a general examination—*Mahaffy*, 643–4.

Oral, by dictation in languages and shorthand, could be carried out at a general examination by the superintendents—*Mahaffy*, 709–10, 725–8, 822–4, 855–7.

Oral, by dictation would not be satisfactory—*FitzGibbon*, 2680.

A written, could not be framed so as to render "cramming" impossible—*Most Rev. Dr. Kelly*, 1384–5.

A written, is absolutely ineffective without inspection—*Rev. A. Murphy*, 1770–3.

A written examination is possible in chemistry and natural philosophy, which could be passed only by the boy who understands the practical side of the subject, but for a satisfactory test, inspection is necessary—*Leebody*, 2281–5, 2300, 2451–7; *Rev. L. Healy*, 5201; *Devitt*, 5764–79.

A written examination is incapable of testing certain subjects—*FitzGibbon*, 2519.

Centre for—

Number to constitute, should be reduced to 10—*O'Mahony*, 7882–5, 8000–20.

There might be small centres made up of boys and girls—*Speers*, 8363.

EXAMINATION PAPERS:

Should be divided into (1) pass papers and (2) competition papers—*Molloy*, 116–21, 246–7, 249; *Delany*, 1084–7, 1114, 1263–72; *Rev. A. Murphy*, 1781–8, 1862, 1885–6, 2013–28; *Most Rev. Dr. Healy*, 2165–70; *Miss White*, 3337; *Bodkin*, 3905; *Bernard*, 4334–5; *Dods*, 4940, 5001–10, 5023–7, 5094–5; *O'Mahony*, 7771–3; *Biggs*, 7494–511, 7577–80, 7590–1, 7605, 7685–91; *Professor G. F. FitzGerald*, 8060–6, 8083–98, 8230–40; *Macken*, 8986–91, 9041; *Boyle*, 9360–5, 9409–14, 9418–24; *Comerton*, 9596, 9626; *Haslett*, 10165–6; *Starkie*, 11570–2, 11626; *N. D. Murphy*, 11936–45, 11997–12007.

There should be either (1) two separate papers, one a pass and the other a competition paper, or (2) one paper showing which were pass, and which competition, questions—*Purser*, 451–76, 529–33, 559; *FitzGibbon*, 2661–3; *Speers*, 8303.

Should include in the one paper, but collected separately, pass and honour questions—*Mahaffy*, 699–701; *Nicholas*, 1452, 1541–6, 1570–7, 1678–81; *Leebody*, 2324–7, 2339–45; *Brennan*, 2880–95, 2916–22, 2929–35, 2982–94, 3085–90; *Jones*, 4818–39, 4844–7; *Mrs Byers*, 5413, 5561–4; *Devitt*, 5813–25, 5926–30, 5969–71, 6021–30; *Houston*, 6198–201, 6283–300; *Plunkett*, 6545; *John Thompson*, 8541, 8575–89; *Miss Mackillip*, 9794–7; *Shaw*, 9991; *Miss Mulvany*, 10222–8; *M'Intosh*, 10317–8; *Crook*, 10769–72; *M'Neill* (*for Dominican Nuns*), 11062–7.

Should have, as at present, pass and honour questions together, and not distinguished—*Henry*, 11713–6, 11718–20, 11736–40; *Brother E. J. Connolly*, 11772; *Ward*, 11819–23.

Division of, and character of, discussed—*Rev. L. Healy*, 5309–13.

Should be revised by a permanent Board of examiners—*Molloy*, 204–6, 231–3; *Purser*, 477–91; *Mahaffy*, 891–8; *Delany*, 1091–2; *Rev. A. Murphy*, 1858–61; *Most Rev. Dr. Healy*, 2195–8; *Leebody*, 2334–7; *Brennan*, 2842–3, 2980–1, 3029–33, 3106–13; *Miss White*, 3231–3, 3313–4; *Bernard*, 4331–3, 4447–50; *Rev. L. Healy*, 5151; *Mrs. Byers*, 5413, 5558; *O'Mahony*, 7265, 7777–8A; *Biggs*, 7635; *Moore*, 8396, 8431–4; *John Thompson*, 8526, 8638; *Comerton*, 9523–5, 9596; *Miss Mulvany*, 1022; *M'Intosh*, 10365–70; *Getz*, 12964.

EXAMINATION PAPERS—(*continued*).

Should be revised by an advisory Committee—*Professor G. F. FitzGerald*, 8127–8; *Speers*, 8303.

Should be revised by boards of examiners, not permanent, but presided over by permanent examiners—*Devitt*, 5913–4.

Are at present too difficult for pass candidates—*Molloy*, 199, 202–3; *Mahaffy*, 924–5; *Delany*, 1080–1; *Nicholas*, 1485–7; *Rev. A. Murphy*, 1831, 1858, 2025; *Most Rev. Dr. Healy*, 2170; *Leebody*, 2326, 2331–3; *Miss White*, 3190–201, 3337, 3433–5; *Bodkin*, 3899–917, 3964; *Rev. L. Healy*, 5309; *Devitt*, 5813–25; *Houston*, 6324; *Preston*, 6774–6; *O'Mahony*, 7765–70, 7775, 7894–900, 7956–8; *Biggs*, 7497, 7579, 7600–7, 7674–84; *Professor G. F. FitzGerald*, 8060–6, 8179–201; *Speers*, 8303–26; *John Thompson*, 8523–4; *Boyle*, 9357–9, 9418–21; *Comerton*, 9540, 9583–97, 9654–61; *Miss Mackillip*, 9798–9; *Haslett*, 10101–11, 10115–8; *M'Intosh*, 10317–8; *Starkie*, 11626; *Henry*, 11714; *N. D. Murphy*, 11997; *Daly*, 12664–5.

Some examiners in the beginning set too difficult and crotchetty papers—*Delany*, 1087–90.

Are very well suited to the honour candidates—*Rev. A. Murphy*, 1886.

Are sometimes unduly severe, sometimes unduly easy—*FitzGibbon*, 2762–3.

Do not test the knowledge of essentials, but of exceptions—*Rev. L. Healy*, 5151.

Require too much memory work, especially in English poetry, and thus injure the character of the teaching—*Brennan*, 2811–4, 3023–8; *Miss White*, 3138–43, 3233, 3280–92, 3431–2, 3464–5; *Bodkin*, 3857–9, 3971–5, 4029–30; *Mrs. Byers*, 5413, 5546–8, 5611–9, 5672–81, 5685–8; *Devitt*, 5909–12; *O'Mahony*, 7265, 7894–900, 7956–8; *Biggs*, 7706–19; *John Thompson*, 8523–4; *Oldham*, 8763–75, 8853, 8945–50, 8961–4; *Macken*, 9017, 9146–72; *Boyle*, 9429–34; *Haslett*, 10117–8; *M'Neill*, 11106; *Ward*, 11830–6; *Boyd*, 12557–66; *Daly*, 12630, 12664–6, 12742.

Pass papers should be sent down to the schools, and afterwards examined by the central permanent examiners in Dublin—*Delany*, 1000–7, 1131–4, 1180–91.

All the papers and portions of papers on one subject should be examined by the same man, but if the number too great, each paper should be divided into sections, and each section should be marked throughout by the same man—*Delany*, 1092–3; *Nicholas*, 1487–93, 1553–4; *John Thompson*, 8669–71.

If the pass papers were marked by an assistant examiner, and all the competition papers with the pass papers coming within a certain percentage of "pass," by a head examiner, it would be an improvement on the present system—*Nicholas*, 1490–3, 1553–4; *Miss White*, 3240–50; *Bernard*, 4339–44; *Professor G. F. FitzGerald*, 8105–9, 8159–68; *Comerton*, 9526, 9626; *Henry*, 11687–9.

Two examiners should be responsible for each question on, and no question should be allowed on, until the entire working of it is produced—*FitzGibbon*, 2657.

Should include alternative questions — *Miss White*, 3292–3; *John Thompson*, 8541.

Pass papers should be sufficiently easy to allow 90 per cent of the students to pass—*Professor G. F. FitzGerald*, 8060–6, 8179–201.

There is a variation in the standard of marking—*John Thompson*, 8524–6, 8656–71; *Miss Oldham*, 8751–2.

EXAMINATION PAPERS—(*continued*).

Are too long—*John Thompson*, 8541–2.

The value assigned to each question should be stated on—*Miss Mulvany*, 10222.

EXAMINERS:

Should be permanent—*Delany*, 1004; *Comerton*, 9523–4.

Should not, except for revising board, be permanent—*Purser*, 542–3; *Mahaffy*, 891–8.

Should be more permanent than at present—*Nicholas*, 1485, 1498.

Would approve of a small permanent, or nearly permanent, board of—*Nicholas*, 1494–7.

A permanent board of, should revise the examination papers and act as advisers in the selection of text-books—*Miss Mulvany*, 10222. See EXAMINATION PAPERS.

Should as far as possible have experience of teaching in Intermediate schools—*Murphy*, 1767–9, *Mrs. Byers*, 5682–4, *Biggs*, 7630–6, *John Thompson*, 8526–7.

Should have been practical teachers—*FitzGibbon*, 2657; *Professor G. F. FitzGerald*, 8159–68; *Speers*, 8303; *Moore*, 8396, 8431–4, 8484.

Should have practical experience as teachers or examiners of schools as distinct from universities—*Miss Mulvany*, 10222.

Should be very carefully selected, and have knowledge not only of their subjects, but also of the requirements and attainments of students of the ages they are to examine—*Brennan*, 2839–47, 2978–81.

Should not be selected from the teachers of Intermediate schools—*Brennan*, 2844–7.

Should be highly qualified (with publicly recognised credentials) in their subjects, and have had experience of some length in teaching pupils of the ages they are to examine—*Miss White*, 3217–9.

In the choice of, religion should not, but superior aptitude, competence and experience only should, be considered—*Tyrrell*, 3653–4; *Bernard*, 4329–30.

A larger number of women should be appointed as—*Miss White*, 3219.

Should have experience of the work of Intermediate schools—*Bodkin*, 4218–28.

There should be a fixed board of, who might retire every five or ten years and be eligible for re-election. They might revise the syllabuses annually or occasionally and be assisted in the correction of the papers by a staff of assistant examiners; the board of examiners re-examining say 5 per cent. of the papers as a check. The examiners might also be appointed as occasional inspectors—*Preston*, 6773–4.

There is great difficulty in obtaining satisfactory examiners, as they cannot be satisfactory unless they have taught children—*Miss Oldham*, 8763.

Should have had experience in teaching and be drawn as much as possible from Intermediate teachers. Acting teachers should not set the papers and should not be given the papers of their own pupils to mark—*Comerton*, 9514–26, 9596.

Should not, in examining, have their hands so much tied by the provision as to allotting marks to each question or part of the paper, and by the provision as to the character of "unseen," translation to be given—*Tyrrell*, 3653, 3717–24, 3728–30, 3743–4, 3761–3.

EXAMINERS—(*continued*).

Two, should examine in each subject—*Moore*, 8480–4; *Miss Mulvany*, 10222.

At least half of, should have examined in the previous year—*Miss Mulvany*, 10222.

EXHIBITIONS AND PRIZES.

Should be given as the result of school work alone—*Delany*, 1185–9; *Bodkin*, 4119–20.

Should wholly, or in part, in all grades, except the Senior, be spent in the school in which the winner studied—*Nicholas*, 1443–8, 1564–9 1595–6, 1599–1600, 1606A–10.

There should be fewer exhibitions and large prizes, a larger number and greater variety of prizes from £1 to £20 being awarded in the various grades—*Nicholas*, 1477, 1559–63.

Should be graduated from the exhibitions to the minor prizes—*Leebody*, 2447–50.

Exhibitions should be given on the honour examination; diplomas or certificates, and perhaps small prizes be given on the pass examination—*Miss White*, 3342–9, 3438–46.

Should not be continued, but if continued, should be competed for only in the Senior Grade—*C. E. FitzGerald*, 6396, 6460–6.

Money prizes should be discontinued—*Plunkett*, 6565; *Most Rev. Dr. Foley*, 12207–11.

Exhibitions, which should be in the nature of free places in schools for children whose parents cannot afford to provide their education, should be allotted by school authorities. Money prizes of £1 or £2 might, however, be given to the children themselves—*Miss Oldham*, 8778–85, 8919–20.

Should depend partly on inspection and *viva voce* examination in certain subjects—*Purser*, 427–30, 433–7; *Mahaffy*, 621–3, 637–9; *FitzGibbon*, 2535–6.

Over-age students should not be eligible for—*Mahaffy*, 661–73; *John Thompson*, 8533–4.

Exhibitions—

Should be used for the students' further education—*Molloy*, 179–84, 234–6; *Mahaffy*, 752–60, 799–801, 927; *Delany*, 1029–40; *Most Rev. Dr. Kelly*, 1397–9; *Nicholas*, 1443–8, 1595–6, 1606A–10; *Rev. A. Murphy*, 1805; *Most Rev. Dr. Healy*, 2205–10; *White*, 3237–8; *Jones*, 4661–2; *O'Mahony*, 7266; *John Thompson*, 8609–16; *Comerton*, 9546–8, 9662–5; *Henry*, 11696–8, 11722–8, 11742; *Ward*, 11868.

Should be used only for the further education of the student or otherwise for his benefit—*FitzGibbon*, 2653–6, 2688; *Professor G. F. FitzGerald*, 8115.

Have been used either directly or indirectly for education, but a rule on the subject would be difficult to carry out—*Miss Mackillip*, 9762–4.

Should be given as at present—*Rev. L. Healy*, 5315–22; *Devitt*, 5961–2; *Haslett* 10147.

Should be reduced in value and doubled in number—*Pyper*, 11262, 11264.

Should be reduced in number and value—*Purser*, 535.

Should be reduced in number—*Plunkett*, 6642; *Graves*, 11379–81.

Should not be reduced in number—*Miss Mulvany*, 10284–6.

Should be reduced in value—*FitzGibbon*, 2688; *Miss White*, 3345; *Houston*, 6226–7; *N. D. Murphy*, 11917.

Should be the only form of prize, and should be reduced in value and increased in number—*Joly*, 10543–5

Should be given on a qualifying school examination to children of poor parents selected by the board, the amounts to be used only for the students' education—*Houston*, 6097–8, 6144–54, 6231–45.

Should not be limited to poor students—*Miss Mackillip*, 9762.

Should be given only to students whose parents could not afford to pay for their education—*Graves*, 11381–5.

Should be of two classes—(1) open to all Intermediate boys under instruction; (2) open only to students whose parents cannot afford to pay for their education—*N. D. Murphy*, 11917–27, 11976–81.

There should be local exhibitions for clever boys in a certain locality, provided they study in the locality—*Daly*, 12756.

Should be discontinued as at present given, and given only for small amounts to help poor students from the primary schools through the Intermediate day schools, and from the Intermediate to a university—*Laffan*, 12900–2, 12925.

Should not be given to any students entitled to benefit from any other endowment—*Laffan*, 12906–15.

Should be reduced only by the amount of non-intermediate exhibitions—*Jones*, 4700–3.

There should be given for poor children entrance exhibitions available in approved Intermediate schools to help on boys from the primary schools, and leaving exhibitions to assist students in a university or profession, the amounts of the former to be used only in education and of the latter only in education or otherwise for the student's benefit—*Preston*, 6777–81, 7170–84.

Should be allotted amongst the schools, and competed for in a school examination, without competition between schools—*Preston*, 6926–31, 7049–58, 7183–4; *Garnett*, 10870.

Should be discontinued, grants being given to schools, which they might if they chose give to the students in prizes. If the exhibitions be continued, their value should be reduced in the lower grades—*Professor G. F. FitzGerald*, 8110–8, 8176–7.

Should be competed for only at two periods of the school course—(1) about the beginning of the Junior Grade; (2) a little after the Middle—and should be tenable for two years without any further test except that of satisfying the board that the pupil was continuing his education in an approved school—*Molloy*, 248, 388.

Should be for one year only—*Delany*, 1048–58, 1222–2A; *FitzGibbon*, 2716; *Jones*, 4715–22; *Biggs*, 7720; *Comerton*, 9546, 9549; *Henry*, 11694; *Ward*, 11810.

Should be divided into two or three classes, according to fixed percentages, the names of those in each class being published alphabetically—*Murphy*, 1743, 1748–50.

Should be given according to merit shown, and not according to the number competing—*Most Rev. Dr. Kelly*, 1355; *Rev. A. Murphy*, 1810A–8, 2056–7; *Miss White*, 3235–6, 3441–6; *Miss Mackillip*, 9873–5.

Should be divided into three classes—*FitzGibbon*, 2764–6; *Rev. L. Healy*, 5314.

Number of, should be in all grades 1 to 20 passes—*Purser*, 535.

The number of, should bear some relation to the number of students presenting themselves for examination—*Professor G. F. FitzGerald*, 8120–6.

The system of awarding, on a prescribed number of passes should be retained, and the amounts should be paid as at present, though there

EXHIBITIONS AND PRIZES—(*continued*).

would be no objection to a provision which would ensure education for the student during the next year—*Brennan*, 2860, 3103–5, 3114–29.

Retaining—*Rev. L. Healy*, 5380–5.

Conditions of, should be easier, provided that the student shows he is continuing his education —*Delany*, 1153–4.

System of, should be continued—*Nicholas*, 1601.

System of, should be continued, if the exhibitions be spent on education—*Rev. A. Murphy*, 1819–20.

Conditions of, should not compel students to take a superior grade each year—*O'Mahony*, 7266; *John Thompson*, 8534.

A student who retains an exhibition should not be debarred, if eligible by age, from competing again in that grade—*O'Mahony*, 7266.

Prizes (other than Exhibitions)—

The money for, should be given to the heads of the schools, and distributed by them according to their judgment and experience—*Molloy*, 226–30.

Minor prizes should be abolished, except for composition—*Rev. A. Murphy*, 1809–10.

Additional prizes should be given for special subjects—*FitzGibbon*, 2666, 2766–7.

A special prize should be given for science—*FitzGibbon*, 2666.

A special prize should be given for the first place in every subject—*FitzGibbon*, 2666; *Miss White*, 3239.

Should be increased in number—*Dods*, 5087–8.

Money prizes should be replaced by book prizes—*Graves*, 11400–4; or bronze medals—*Preston*, 6777.

Special prizes should be given for excellence in mathematical and science subjects—*Comerton*, 9485.

Commercial prizes should be increased in number, and the Board should try to induce business houses to give a preference for situations to candidates holding commercial certificates—*Pyper*, 11264.

Book Prizes—

Should, to a large extent, be substituted for money prizes—*Purser*, 535; and consist of important books of reference—*Mahaffy*, 760.

Should not be substituted for money prizes—*FitzGibbon*, 2677.

Exhibitions in Preparatory Grade—

Number of, is excessive—*Molloy*, 197.

Should be discontinued—*Purser*, 441–3; *Delany*, 1025–6; *Rev. A. Murphy*, 1810A; *Comerton*, 9541–2; *Miss Mackillip*, 9804–5.

Should be discontinued, a number of £10 and £5 prizes being given instead—*Brennan*, 3012–3.

Should be tenable for two years—*O'Mahony*, 7266.

Should be discontinued, a larger number of smaller prizes being given instead to all who have reached a fixed standard—*Boyle*, 9374–82.

Exhibitions in Junior Grade—

Number of, should be reduced—*Molloy*, 177, 197; *Delany*, 1027–40; *Nicholas*, 1478–84; *Rev. A. Murphy*, 1810A–8; *FitzGibbon*, 2557.

Value of, should be reduced to £10, save for the first, say fifty, brilliant boys—*Delany*, 1027–40.

Value of, should be reduced—*Most Rev. Dr. Healy*, 2206.

Value of, should be reduced to £10—*Dods*, 4931, 5087–9.

EXHIBITIONS AND PRIZES—(*continued*).

Number of, should be reduced, and value of, reduced to £10—*Comerton*, 9543–5; *Henry*, 11690–3.

Value of, should be reduced to £10, and number of, increased—*Miss Mackillip*, 9806–16.

Should be reduced in number, and a larger number of minor prizes given—*Nicholas*, 1478–84.

Exhibitions in Middle Grade—

Number of, is not excessive—*Molloy*, 197.

Number of, should be largely increased—*Delany*, 1041–7; *Rev. A. Murphy*, 1811–7.

Value of, should be reduced to £20—*Dods*, 4931, 5087–9.

Value of, should be reduced and number increased —*Devitt*, 5994–6; *Comerton*, 9545; (to £15), *Miss Mackillip*, 9808–11; *Henry*, 11690–5.

Exhibitions and prizes should be given in Middle Grade to fully one-third of the students if they earned them—*Delany*, 1046–7.

£50 Prizes in Senior Grade—

Number of, should be increased—*Molloy*, 197; *Delany*, 1048; *Murphy*, 1811–7; *FitzGibbon*, 2557; *Miss White*, 3235.

Should be reduced to £40, graded prizes being given in proportion to the merits—*Nicholas*, 1477.

Value of, should be reduced to £30—*Dods*, 4931, 5087–9.

Value of, should be reduced, and number increased—*Devitt*, 5994–6; *Comerton*, 9545; (to £25), *Miss Mackillip*, 9810–1; *Henry*, 11690–5.

For the £50 prizes should be substituted scholarships, tenable at approved institutions for university education—*Delany*, 951.

A few of the £50 prizes should be changed into leaving scholarships, to enable students to continue their course at a university or high-class technical school—*Comerton*, 9548–9.

Exhibitions awarded in Senior Grade should be held in universities, or technical or science schools or colleges—*Henry*, 11711–3.

Exhibitions should be given only in Senior Grade, and for the purpose only of providing free university or other education—*Most Rev. Dr. Foley*, 12209–12, 12234–44.

F

FRENCH:

See LANGUAGES, MODERN.

G

GERMAN:

See LANGUAGES, MODERN.

GRADES:

Present number of, should be retained—*Mahaffy*, 658–9, 713–4; *Delany*, 978; *Most Rev. Dr. Healy*; 2173–5.

Should consist of, Preparatory 12 to 14; Junior, 14 to 16, and Senior, 16 to 18—*Pyper*, 11262.

Should consist of three only, if the maximum limit of age be reduced to 17—*Starkie*, 11551–8.

Would have only three, under 15, 16, and 17 years respectively—*Leebody*, 2309–16.

Should consist of two only, the course extending over four years, and there being two examinations with inspection for the third and fourth years, and inspection only for the first two years—*Abney*, 7326–35.

GRADES—(*continued*).

Should consist of two only, Junior and Senior, the examinations being divided into Junior pass, Junior honours, Senior pass and Senior honours—*Biggs*, 7497, 7535, 7570–3, 7616–29; *Professor G. F. FitzGerald*, 8069–74, 8093–8, 8230–3.

Should consist of Junior, Middle, and Senior, the ages, which would be a matter of recommendation, not of compulsion, being 12 to 14, 14 to 16, and 16 to 17—*Joly*, 10486–9.

Should be, Preparatory 9 to 12, subject only to inspection; Junior, 12 to 14, non-competitive; Middle, 14 to 16, and Senior, 16 to 18, subject to both examination and inspection. Over-age students should be allowed for one year so as to permit classification by ability rather than by age—*Ward*, 11790–818.

Should consist of, Junior under 15, Middle under 16, and Senior under 17, two years additional in each grade being allowed for pass candidates —*W. G. Conolly*, 12798–800, 12843–9.

Two only should be competitive—*Delany*, 982–3, 1008–20.

Two years should be allowed in Junior, three in Middle, and four in Senior Grade—*Daly*, 12630.

—— PREPARATORY:

Should not be competitive—*Molloy*, 246–8, *Mahaffy*, 711–7; *Delany*, 978; *Nicholas*, 1449–51, 1559–60; *Rev. A. Murphy*, 1759–62, 1883–4; *Biggs*, 7570, 7581; *Comerton*, 9541–2; *Starkie*, 11549–50; *Inglis*, 12022–4, 12120–2.

Should not be competitive if retained—*Purser*, 441–3; *Bernard*, 4326–8; *Jones*, 4498–9, 4850; *John Thompson*, 8527–9; *Macken*, 9014–6; 9137–44; *Miss Mulvany*, 10222; *M'Intosh*, 10314; *W. G. Conolly*, 12848–9.

Should be discontinued—*Purser*, 441–3; *Most Rev. Dr. Kelly*, 1359, 1414–5; *Miss White*, 3179–82, 3433; *Dods*, 4931, 4989–91; *Devitt*, 5827, 5923–4, 5975–81; *Houston*, 6228; *Moore*, 8409; *Haslett*, 10216; *Garnett*, 10958.

To discontinue, would do much injury to the Intermediate system—*Pyper*, 11262.

Should be continued, the first year's examination being an entrance examination without exhibitions, and with results fees reduced by about half, and the examinations for both first and second years being easier—*Crook*, 10846–9.

The pass in, should be easier—*Nicholas*, 1449–51.

Would be essential under a system of inspection —*Rev. A. Murphy*, 1759–62, 1883.

Competition in, should only be for book prizes —*Most Rev. Dr. Healy*, 2173–4.

Should not be competitive, but the results should be passes and honours, with the names published alphabetically; and it would be desirable to give small prizes—*FitzGibbon*, 2618–9, 2633–7, 2652, 2697–8, 2747–9.

Is an essential preparation for a good Intermediate course, but in it, the competition should be reduced by decreasing the number and value of prizes—*Brennan*, 2878–9, 3012–3.

If present age continued, should not be competitive: if age raised one year there should not be much competition—*Mrs. Byers*, 5623–4.

Students should be given at least two years in—*Macken*, 9014–6.

There should be two courses in, the first year's course differing from the second by including only one foreign language—*Boyle*, 9382.

GRADES—(*continued*).

The competition in, should be reduced—*Shaw*, 10037–8.

Should be retained, an examination, at 13 years, being held of elementary school pupils in the National school subjects, and exhibitions being given, and the examination at 14 years being the ordinary Preparatory Grade examination—*Graves*, 11405–11, 11462–8, 11474–80.

The general examination in, should only be a qualifying one, but selected boys should compete at centres for exhibitions, the examination including practical tests in science—*Burke*, 12483–4.

—— JUNIOR:

Should not be competitive—*Mahaffy*, 717–8.

—— MIDDLE:

Should be discontinued—*Biggs*, 7570–1.

—— SENIOR:

The abolition of, would be disastrous—*Jones*, 4682–3.

GREEK:

See LANGUAGES, CLASSICAL.

H

HISTORY:

Should be a separate subject—*Purser*, 440; *Miss White*, 3194, 3210–3, 5924, 3411–2; *Haslett*, 10138–9; *Henry*, 11706–8, 11748–50.

A general European history of a somewhat elementary kind, should be part of the course—*Jones*, 4639.

Students leaving after the Junior Grade should know something of the history of the past three centuries—*John Thompson*, 8541; *Haslett*, 10136–9, 10209–12.

Cannot be taught properly under the present system—*Miss Oldham*, 8766–72, 8819–23.

I

INSPECTION:

Should supplement examination—*Molloy*, 129–30, 210–7; *Purser*, 431–2, 492; *Mahaffy*, 640, 686–91, 729–30; *Delany*, 1000–7, 1105–6, 1286–1305; *Most Rev. Dr. Kelly*, 1311, 1339–49, 1374–5; *Nicholas*, 1499–1508, 1540, 1586–7, 1653–88, 1693–1708; *Rev. A. Murphy*, 1742–3; *Most Rev. Dr. Healy*, 2152; *Leebody*, 2262–3; 2347–50, 2384–7, 2459–62; *FitzGibbon*, 2523–35, 2585, 2621–32, 2667–76, 2691, 2768–95; *Brennan*, 2815–29, 2896–912, 2926–8, 2936–52, 3061–71; *Miss White*, 3183, 3251–79, 3301–12, 3337–43, 3436–7, 3568–73, 3618–48; *Bodkin*, 3902–3, 3929–63, 4000–28, 4070–80, 4116–8, 4160–205, 4212–7, 4244–66; *Bernard*, 4298–325, 4366–83, 4412–20, 4425–37, 4459–74; *Jones*, 4487–95, 4539–61, 4575–92, 4601–35, 4640–53, 4723–87; *Dods*, 4894–926, 4932–88, 5030–5, 5096–131; *Rev. L. Healy*, 5151, 5200–27, 5241–55, 5267–90, 5376–9, 5391–404; *Mrs. Byers*, 5414–61, 5497–527, 5542–3, 5553–60, 5660–72, *Devitt*, 5758–67, 5780–803, 5882–907, 5931–51, 5969–74, 5997–6020; *Houston*, 6045–76, 6121–4, 6155–68, 6184–95; *Preston*, 6760–6, 6852–77, 6915–35, 6940–7007, 7025–48, 7089–97, 7185–200, 7235–61; *Abney*, 7316–37, 7380–96, 7468–73; *Professor G. F. FitzGerald*, 8043–59, 8067–82, 8117–9, 8169–75,

INSPECTION—(*continued*).

8207–10, 8262–81; *Speers*, 8303, 8327–9; *Moore*, 8395–6, 8444–66, 8473–5, 8485–516; *John Thompson*, 8522, 8624–8; *Macken*, 8976–9, 8996–9009, 9013–26, 9074–80, 9089–99, 9128–45; *Comerton*, 9563–82, 9621–6, 9709–13, 9719–21; *Shaw*, 9964–88; *Haslett*, 10095–100, 10112–4; *Miss Mulvany*, 10222, 10232–7; *Joly*, 10416–29, 10451–7, 10459–70, 10525–36, 10606–12, 10618–26, 10659–84; *Garnett*, 10856–74, 10919–20, 10945–9; *M'Neill*, 11052–60, 11076–84, 11089–104, 11199–201, 11219–23; *Starkie*, 11504–9, 11535–9; *Henry*, 11717; *Brother E. J. Connolly*, 11762, 11775–84; *Ward*, 11837–54; *N. D. Murphy*, 11927–34, 11946–55; *Inglis*, 12031; *Most Rev. Dr. Foley*, 12169, 12177–87, 12264–5, 12268–74, 12279–302, 12312–3; *Miss Boyd*, 12528–32; *Daly*, 12629–30, 12667–71; *W. G. Conolly*, 12798–9, 12866–71; *Getz*, 12964.

Should supersede examination—*C. E. FitzGerald*, 6382–97, 6431–47, 6503–7.

Should, with a leaving examination, supersede the general examination for pass students—*Plunkett*, 6526–40, 6565–6, 6578–94, 6647–51, 6685–8, 6702–38, 6741–3.

Should supersede the general examination, a leaving examination, however, being held.—*Miss Oldham*, 8707–61, 8776–8, 8796–806, 8811–8, 8862–906, 8934–44, 8954–60.

Should, if abuses exist, be used as a corrective to the general examination—*Boyle*, 9354–6, 9395–400, 9452–7.

Should, if adopted, be limited to the kind recommended by the Secondary Education Commission in England—*Miss Mackillip*, 9765–81, 9938–58.

Should supersede the general examination as to science, modern languages, &c., and be used as a corrective to it in regard to other subjects—*Graves*, 11358–73.

Would be impracticable in Irish schools—*M'Intosh*, 10292–305, 10332–53.

Should not be introduced—*Laffan*, 12906, 12924.

Might be carried out as under the Educational Endowments Commission, largely by written questions as to the programme, attendance, classes, buildings, sanitary arrangements, playgrounds, recreation, qualifications of teachers to teach modern languages, &c., the Assistant Commissioners afterwards by personal visits testing the accuracy of the replies—*Crook*, 10737–56, 10818–26.

Would be educationally useful as to modern languages and science—*O'Mahony*, 7830–40, 7968–70.

Should not affect results fees, but if instituted, should be confined to the character of the schools—*Biggs*, 7512–34, 7539–43, 7556–69, 7637–63.

Is preferable to a merely written examination—*Molloy*, 129–30.

Allows greater liberty to the teacher—*Mahaffy*, 797–8.

Should be subject to an appeal to the Board—*Molloy*, 150; *Delany*, 1000; *Dods*, 4906–7.

Should be subject to an appeal to head inspectors—*Rev. A. Murphy*, 1939.

An appeal to the Board, who would obtain a report from two head inspectors, would reduce the objections to—*Nicholas*, 1700–8; *FitzGibbon*, 2628–32.

Is welcomed by teachers under the Science and Art Department—*FitzGibbon*, 2585.

Might be useful in ensuring efficient teaching if *viva voce* examination impracticable, but should not affect results fees—*Tyrrell*, 3653, 3658–76, 3697–700, 3708–12, 3770–6.

INSPECTION—(*continued*).

System of, could be defeated by teachers who wished to use the easiest method of gaining rewards—*Tyrrell*, 3736–7.

If the religious difficulty be raised in reference to, and prove insuperable, the endowment should be divided between the two denominations—*Molloy*, 316–26.

The religious question has not interfered with, under the National Education Board—*Molloy*, 395–8; *FitzGibbon*, 2626–8, 2796–802; *Bernard*, 4374–6; *Comerton*, 9621; or under the Science and Art Department—*Preston*, 7246–61.

Does not believe that the question of religion would interfere with the success of—*Dods*, 4908–10, 5062–5; *Comerton*, 9621.

Objections to, would decrease on experience—*Molloy*, 207–9; *Rev. A. Murphy*, 1972–3, 2106–13.

Cost of—*Mahaffy*, 885–7; *Miss White*, 3598–613; *Joly*, 10564–6.

INSPECTORS:

Should see that science subjects are taught practically by means of experiments, and that the pupils have been made to take part in practical work—*Molloy*, 37.

Should in their inspection include all the heads of a good school, including buildings, grounds, furniture and equipments, staff, studies, teaching, number and classification of pupils, debating societies, music, gymnasium, &c—*Molloy*, 95, 151–70, 312–3.

Should inspect buildings, observe the character of the teaching, examine every student in subjects requiring *viva voce* examination, and give marks accordingly—*Purser*, 432, 493–512, 520–8, 539–44, 556–8, 561–6, 568–71, 592–613A.

Should examine the pass students orally in the schools, ascertain the methods of instruction, and inspect schools generally and in relation to hygiene, cleanliness, &c.—*Mahaffy*, 640, 690–1, 720–3, 802–8.

Should be assisted by expert examiners in such subjects as modern languages and natural sciences—*Molloy*, 95.

Should inspect the system of education in the schools, test the methods of teaching modern languages and scientific subjects, examine laboratories, examine orally the classes in the master's presence, or have the master examine them—*Delany*, 1000–8, 1113, 1180.

Should classify the schools after an examination of the students, not in every subject, but sufficiently to test the efficiency of the teaching, and an inspection to test order and discipline, appliances, programme of instruction given, &c., and should recommend selected students for further examination for exhibitions and prizes—*Most Rev. Dr. Kelly*, 1343–9, 1353–5, 1359–60, 1391–2.

Should inspect as to space, ventilation, light, school requisites, sanitary arrangements, time-tables, methods of teaching (by hearing classes taught), discipline, punishments, calisthenics, athletics, hours of recreation, and school games. The inspection should test the teaching of languages and science—*Nicholas*, 1499–508, 1530–3, 1611–23, 1689–91.

Should test, by surprise visits made by the different inspectors in rotation, the general efficiency of the school, the buildings, horarium, apparatus, school property, staff, methods of teaching (each class being taught by its teacher in presence of the inspector), and hold *viva voce*

INSPECTORS—(*continued*).

examinations, not of every pupil, but to the extent of estimating the quality of the school—*Rev. A. Murphy*, 1751–6, 1771–3, 1877, 1881, 1934–9.

Should inspect educational appliances of every kind, including school-room accommodation, maps, books, physical apparatus, time-tables, arrangements for exercise and recreation, &c. Should hear the teachers examine classes, and hear the pupils reading. Should confer with the teachers as to the system adopted, and should send in reports to the Board which would qualify or disqualify the classes for the written examination of the year—*Most Rev. Dr. Healy*, 2153–5, 2158–65, 2185–6, 2200–4, 2221–9.

Should test the efficiency of the teaching, not by a minute examination of the pupils, but by a general inspection. Should hear the teacher teaching and examining his class, and should see that sciences, and languages, music and other subjects, were properly taught—*Leebody*, 2266–71, 2451–7, 2459–62.

Should test by oral examination, or other means, that the school is efficiently conducted, that the teachers are competent, that the apparatus and appliances are sufficient, that languages, music, and science are properly taught, that the pupils are able to make oral and practical use of the knowledge acquired, but the inspectors need not examine the children for the purpose of finding out who is best—*FitzGibbon*, 2523–44, 2622–4, 2670–2, 2709–15, 2768–95.

Should test the educational machinery of the school, the study-hall, class-rooms, &c., but need not see the teaching in operation. They should hear the students reading aloud in the different languages, and should test the students in scientific and other subjects which cannot be tested by written examination—*Brennan*, 2815–29, 2899–905, 2928, 2941–52, 3062–8.

Should in frequent and unexpected visits test the work of the school by calling up children and examining them orally, in order to see that languages and science are properly taught. Should inspect the school buildings, the time-tables, books, programmes, appliances, &c., and see that there is proper provision for recreation and physical training—*Miss White*, 3185–7, 3255–67, 3301–4, 3324, 3449–50, 3471, 3590–5, 3642.

Should test the teaching of science and modern languages—*Henry*, 11717.

Should see the teachers teaching and examining the classes, and should include in their inspection the school staff and their methods, the courses followed, physical and chemical laboratories, halls and appliances, sanitation, &c.—*Bodkin*, 3947–52, 4017–20, 4027–8, 4034, 4070–80, 4116–8.

Should see that modern languages and natural science were properly taught, inspect buildings (including sanitary accommodation), equipment and plant, playgrounds, dormitories, &c., and see that provision existed for recreation, that discipline was properly maintained, and that the teaching methods were good—*Bernard*, 4384–6, 4411–7.

Should see by oral and practical examination, and by hearing the master teach, that science, chemistry, modern languages, and shorthand are properly taught,—schools in which the instruction is unsatisfactory not to be allowed to enter for examination in those subjects—*Jones*, 4588–92, 4608–10, 4741–7, 4773–85, 4866–73.

Should examine school buildings as to their sanitary condition, &c., should test the methods of teaching, and should see that modern and classical languages, shorthand, science, &c., are properly taught—*Dods*, 4896–7, 5019–22, 5100–31.

Should test the teaching of modern languages only—*Rev. L. Healy*, 5151, 5224–7, 5379.

Should test the teaching of modern languages and science by examining the pupils and hearing the lessons taught—*Mrs. Byers*, 5511–27, 5660–72; *Devitt*, 5760–7, 5780, 5790–800, 5885–94.

Should examine school equipments, see that there was proper provision as to time and grounds for recreation, and should examine the pupils orally in all the subjects which could not be tested in the school written examination, including the pronunciation of modern and ancient languages, scientific work, &c.—*Houston*, 6052–65, 6163–6, 6301–16.

Should see the teacher teaching his class, and put some questions to the pupils to see that the teaching is efficient, and should examine as to the condition of the school itself as to sanitation, ventilation, lighting, the seats and desks used, the type of books used, the hours of recreation, study, &c.—*C. E. FitzGerald*, 6393–7, 6433–47, 6501–21.

Should test the work of the teacher by examining a proportion of the pupils, and should report as to physical exercise and gymnasia, elocution, &c.—*Plunkett*, 6527–40, 6566, 6583–4, 6648, 6673–4.

Should test the efficiency of the teaching by hearing the teachers in their classes and examining the pupils, and should report inefficient teachers; should see that modern languages and science were properly taught; should see that the teaching staff was adequate; should examine the buildings as to sanitation, ventilation, light, equipment, desks, &c., and should ascertain that there was proper provision for recreation, and that the type of the books used was good—*Preston*, 6760, 6783, 6943, 6975, 6991–9, 7187–8, 7208–10, 7235–8.

Should see that science was taught practically—*Abney*, 7316–26, 7403–4, 7474–6.

Should, if inspection be instituted, examine buildings as to light, ventilation, arrangement of desks, appliances, &c., and see that properly printed books were used, and that the time tables were satisfactory—*Biggs*, 7532–4, 7565.

Should (*a*) examine school buildings as to accommodation, sanitation, &c., (*b*) look into school organisation with reference to time tables, hours of study, equipment, &c., and (*c*) conduct examinations in practical subjects and oral parts of languages, and inspect the methods of teaching — *Professor G. F. FitzGerald*, 8052–8, 8265–72; *John Thompson*, 8522, 8530–2, 8624–8, 8639–43.

The majority of the Dublin Branch of the Teachers' Guild approves of the inspection described in preceding paragraph, but personally witness would, not in theory but in practice, disapprove of (*c*) except in respect of modern languages and natural science—*Moore*, 8396–426, 8452–66, 8508–16.

Should report on the school premises, the supply of scientific apparatus, the average number of pupils, the percentage of examination successes, the qualifications and experience of teachers, and the ability of science teachers to handle apparatus skilfully, and give practical instruction, the order and discipline maintained, and the teaching given to preparatory and under-preparatory classes, whom they might examine in reading, spelling, arithmetic, &c.—*Speers*, 8303, 8327–9, 8357–62.

INSPECTORS—(*continued*).

Should report on the modes of teaching, which they should test by hearing the teacher teaching, and by asking the pupils a few questions; and on the school buildings as to sanitary arrangements, &c.—*Miss Oldham*, 8709–23.

Should test the methods of teaching, particularly in modern languages, science, music, and subjects which cannot be tested by written examination, and report on the teaching apparatus, the buildings, &c., grading the schools into three classes—*Macken*, 8997–9006, 9018–26, 9075–8.

If abuses exist, as to over-work, &c., should ascertain it, and should see if modern languages are taught with correct pronunciation—*Boyle*, 9452–7, 9463–6.

Should test the teaching of science and of modern languages, and the efficiency of the teaching generally, and see that the head master and other members of the teaching staff are sufficiently qualified—*Comerton*, 9563–6, 9579–81, 9621–5.

Should limit their inspection to the kind recommended by the Secondary Education Commission in England. If inspection practicable in the cases of science, modern languages, vocal music, drill and gymnastics, it would be desirable—*Miss Mackillip*, 9765–81, 9938–58.

Should report as to the school buildings, sanitary arrangements, efficiency of staff, and methods of teaching, especially in regard to modern languages, &c.—*Shaw*, 9974–80.

Should examine school buildings, see that science subjects and modern languages are properly taught, that the hours of work are not excessive, and that discipline and cleanliness are attended to — *Haslett*, 10095, 10119–22, 10143–6, 10173–80, 10199–200.

Should report as to school buildings, equipment, furniture, ventilation, light, temperature, sanitation, &c., time tables, recreation, physical instruction, order and discipline. Inspection of methods of teaching would also be desirable, but it presents many difficulties — *Miss Mulvany*, 10222, 10232–7, 10242.

Should see that the equipment for teaching science is sufficient, make a practical examination in science subjects, and test the teaching in the school by a limited examination of the pupils; and look into all the matters which concern the pupils both as to mind and body—*Joly*, 10416–24, 10469, 10478–80, 10505, 10580, 10618–9.

Should see that the school examinations were properly conducted, setting the papers, or seeing them after they had been set by the head master, and should report exhaustively on these examinations, the sanitary arrangements of the school, the playground, the arrangements for physical training, time-table, &c., and on the methods of teaching science in the laboratory, and the pronunciation of modern languages after hearing the classes taught—*Garnett*, 10875–83, 10906–9, 10939–40, 10969–73.

Two, should visit together, one a mathematical and scientific inspector, the other a literary and classical inspector; they should be accompanied by examiners in special subjects, and there should be a sanitary inspector to visit at intervals of, say, two years—*Joly*, 10469, 10478, 10513–6, 10535, 10589–99.

Should test the methods of teaching by hearing classes taught (including those not sent in for examination), and examine the students orally, but only in so far as would enable them to form a judgment on the character of the work done. The inspection as to teaching should include modern and classical languages, natural science, and music, *M'Neill*, 11053, 11057–8, 11089–95, 11099–101, 11111–4, 11161–2, 11168–70, 11243.

If inspection introduced, should report as to the type and legibility of the books used, and deal with subjects such as dictation, reading, elocution, and conversation in foreign languages, which cannot be tested by written examination —*Pyper*, 11262, 11264, 11328–34.

Should test the methods of teaching by hearing the classes taught, should see that the school was properly equipped with apparatus for teaching, and that the hygienic arrangements and time-table were satisfactory — *Graves*, 11360–3.

Should observe the actual teaching in all the subjects of examination, especially science, and should hear the pupils asked questions, or should ask them questions, thus testing the pronunciation of modern and ancient languages; they might also insist upon dictation, and should examine the equipment of the schools—*Starkie*, 11504, 11540–8, 11618–20.

Three experts, one in classics, one in modern languages, and one in mathematics and natural science, or the Assistant Commissioners themselves, should give the teachers the benefit of their experience in those branches and observe the methods of teaching, and should see whether the schools are efficiently conducted and have all necessary appliances—*Brother E. J. Connolly*, 11762, 11778–9.

Should see how all the pupils are taught, including all who do not enter for examination, whether within the age limits or not. There should be general inspectors for the elementary classes, and specialist inspectors for modern languages, classics and science, and a practical examination should be held by them in the school in natural science subjects—*Ward*, 11837–40, 11844–50.

Should inspect the buildings, premises and appliances, playgrounds, &c., time-tables, and should test the methods of teaching by having the classes taught and by examining a number of pupils. They might be accompanied by experts to examine in particular subjects, such as science and modern languages, and might report also as to the school library, debating society, means of recreation, &c.—*N. D. Murphy*, 11927–33, 11948, 11982–96.

Should include in their inspection a test of mental arithmetic—*Moses*, 12158–60.

Should inspect the schools, the laboratories and the methods of teaching, and should ascertain the salaries paid to teachers, and should hold an examination, both written and oral, in the schools, testing the pronunciation of languages, and the practical training in science—*Most Rev. Dr. Foley*, 12177–87, 12264–5, 12279–84, 12291, 12299.

Should report as to the methods of teaching, the efficiency of the teaching staffs and their remuneration, and the condition of the school buildings—*Miss Boyd*, 12529–30.

Should examine orally in modern languages, chemistry, and natural philosophy. The inspection should be confined to the work done in the class-rooms, but should include methods of teaching, the inspectors seeing the pupils taught, and hearing their answers to questions—*Daly*, 12629–30, 12648–9, 12668–71.

Should inspect the school premises, the sanitary arrangements, the general organization and general tone of the school, observe the methods of teaching by hearing the classes taught and the pupils questioned, and should examine

INSPECTORS—(*continued*).

orally in modern languages, science, English recitation and elocution—*W. G. Conolly*, 12828–40.

Should inspect the lower as well as the higher forms, so as to secure sound and accurate teaching, particularly in modern languages—*Getz*, 12952, 12964.

Number of—*Molloy*, 122; *Purser*, 562–4; *Mahaffy*, 723–5; *Rev. A. Murphy*, 1939; *Healy*, 2159–65; *Dods*, 4905–6; *Devitt*, 5937–9; *Preston*, 7239–44; *Biggs*, 7559–66; *John Thompson*, 8522; *Comerton*, 9621; *Joly*, 10478, 10566; *M'Neill*, 11202.

Two, should act together—*Purser*, 499; *Miss White*, 3268; *Plunkett*, 6565; *Miss Oldham*, 8753; *Joly*, 10469.

Should act with the head teacher in inspecting and examining the school—*Molloy*, 128; *Purser*, 501–12, 544; *Delany*, 1000.

Might act as examiners—*Bodkin*, 4224–8.

Reports of, should not be made public—*Purser*, 502–4.

Should include a number of ladies—*Miss White*, 3270, 3543–5; *Miss Oldham*, 8971–2.

Qualifications of—

Educational experience and natural intelligence rather than university degrees—*Molloy*, 327–37.

Should be highly qualified educationists, having passed examinations in the theory and practice of teaching, studied systems of education abroad, and taught for at least two years—*Miss Oldham*, 8711–6, 8863–70, 8890–7, 8972.

Should have had long experience of Irish schools and know the circumstances and condition of the country—*Rev. A. Murphy*, 1935–6.

Should be of distinguished eminence and practical experience in business—*FitzGibbon*, 2624, 2628, 2696.

Should pass a qualifying examination, and have spent at least three years in teaching in a good school—*Miss White*, 3265–6, 3479–84.

Should be of good position, and have high scholastic attainments—*Plunkett*, 6565.

Some should be experts of the highest rank in their different branches of learning—*Preston*, 6760, 6943, 6987.

Should not be experts, but should be selected from head masters of schools who have established reputations as authorities on the theory and practice of education—*Professor G. F. FitzGerald*, 8128–32, 8272–4.

Permanent examiners, who should as far as possible be drawn from teachers, should act as Inspectors—*John Thompson*, 8522, 8526–7.

Should be experienced and prudent—*Comerton*, 9623.

Should have had a school career, and be given a large salary—*Joly*, 10525, 10589–95.

INTERMEDIATE EDUCATION COMMISSIONERS:

Number of, should be increased to twelve—*Delany*, 984.

Should be increased in number, and include at least one Methodist representative—*Nicholas*, 1524.

Should carry their control further than at present in respect to character and conduct of schools, qualifications of teaching staff, &c.—*Plunkett*, 6526, 6685–8, 6702–12, 6744–53.

Should be empowered to vary, as they think desirable, the regulations for the disposal of the Intermediate Fund — *Plunkett*, 6595–608; *Preston*, 6936–9; *Abney*, 7270–7, 7445–52; *Professor G. F. FitzGerald*, 8083–7; *John Thompson*, 8616, 8678–81; *Macken*, 9081–2; *Comerton*, 9635; *Joly*, 10517–21; *Most Rev. Dr. Foley*, 12169–73; *Laffan*, 12896–9.

INTERMEDIATE EDUCATION COMMISSIONERS—(*con.*)

Should have a consultative committee of head masters appointed by the headmasters themselves—*Professor G. F. FitzGerald*, 8154–8, 8258–61; *M'Intosh*, 10371–8.

Should include a member practically experienced in secondary education—*Miss Mulvany*, 10222.

Might arrange with the universities to prescribe courses for their entrance examinations, which would enable teachers to prepare pupils for them whilst doing the Senior Grade work—*Pyper*, 11262.

Should divide the grant amongst educational districts—*Daly*, 12632; larger than County Council districts, in proportion to the population—*Miss Boyd*, 12510.

INTERMEDIATE OR SECONDARY EDUCATION:

Includes all education below the rank of university education and above the ordinary education given in the National schools—*Molloy*, 249–58; *Most Rev. Dr. Foley*, 12169.

Follows immediately after primary education (which is such education as fits the man whose life is spent in unskilled labour), and includes technical education—*Mahaffy*, 674–85.

The distinction between, and high class primary education is that the latter aims at purely utilitarian ends, and naturally tends to come to an end at a certain given point—*Rev. A. Murphy*, 1930.

There is not such over-lapping of, and primary, as to necessitate additional precautions—*Leebody*, 2321–3.

The system of, should not include those who are fitted only for an ordinary elementary education, or only for manual training, and should not sacrifice the interests of the great majority of clever boys to any exceptional attempt to help on dull or backward boys—*FitzGibbon*, 2610–8, 2687, 2738–40.

Is essentially superior to primary education—which is the complete education of those who get it, and usually limited to the "three R's," and that of a more or less elementary kind—and essentially distinct from any form of special technical or scientific education, and leads first to university education and secondly to all callings in life which require classical or scientific knowledge The key to it ought to be a knowledge of Latin and of at least one scientific subject in addition to arithmetic—either algebra or Euclid. Under this Act however if there is to be a second language, a modern language must be admitted in substitution for Latin—*FitzGibbon*, 2659–60, 2736.

There is at present no over-lapping of, with primary—*Brennan*, 2878–9.

Should include classics and mathematics—*Bodkin*, 3822.

Secondary education, as distinguished from Intermediate, means the extension of primary education on the lines of primary, as distinguished from grammar school education; Intermediate education should exclude all under 14 years of age—*Devitt*, 5826–81.

Secondary education is distinct from, and not a shorter stage of Intermediate education—it should be complete in itself, ending at 16 or 17, while Intermediate education goes on to, say, 18, and is continued in a collegiate establishment—*Plunkett*, 6526, 6544, 6546–9.

Should include a language other than English—*Professor G. F. FitzGerald*, 8226.

Consists of that portion of the educational field between the highest primary school class and the university matriculation, excludes all

INTERMEDIATE OR SECONDARY EDUCATION—(*con.*).

primary, technical, and university subjects, and is not complete until it finishes in the highest grade—*Laffan*, 12891–3, 12942–7.

System of, on the Continent—*Plunkett*, 6525–65, 6675–9, 6683–4, 6744–53.

Number receiving, in Bavaria as compared with Ireland—*Graves*, 11469–71.

See SCHOOLS.

L

LANGUAGES :

Greater importance should be attached to Composition in—*Most Rev. Dr. Healy*, 2147–8.

Prescribed courses in, should be shortened and should not vary so much from year to year—*John Thompson*, 8541.

—— CLASSICAL :

The amount of prescribed work in Latin should be reduced—*Purser*, 445–8.

The examination papers in, pay too much attention to formal grammar and exceptions, and encourage cramming—*Purser*, 445–50 ; *Mahaffy*, 851–4 ; *Brennan*, 3091–4 ; *Miss White*, 3434 ; *Bodkin*, 4111–5 ; *Jones*, 4636–7 ; *Ward*, 11869–71.

Examination papers in, are too difficult for pass students, but should be more difficult for honour students—*Purser*, 545.

Would have the present course for Preparatory Grade, a much longer course for honours in the Junior, still more in the Middle, and still more again in the Senior ; would attach special importance to translation, including unforeseen passages, which are absolutely essential, but would not have a minute examination as to details, for a mere pass—*Delany*, 1070–74A, 1115, 1120–30, 1273–83.

The study of, is the best form of training the intellect—*Delany*, 1069, 1074A ; *Most Rev. Dr. Healy*, 2150.

Course in, is badly arranged—*Boyle*, 9467–78 ; *Shaw*, 1075–88 ; *Haslett*, 10180–6, 10213–5.

See COURSES.

The examination papers should contain questions in prosody—*Most Rev. Dr. Healy*, 2146, 2149, 2218–20.

Two-thirds of the marks for, should be assigned to composition and the translation of unseen passages, at least in the Senior and Middle Grades—*Most Rev. Dr. Healy*, 2147.

Would have no prescribed authors in, except one very short portion of a book—*FitzGibbon*, 2580–3.

The courses in all the grades should be about six times longer (Senior Grade having perhaps no prescribed courses) but the examination, part of which it would be desirable should be oral, should not be so minute except in a very small portion, and should pay greater attention to prosody, composition, and translation of "unseen" passages—*Tyrrell*, 3653, 3655–7, 3677–85, 3694–6, 3702–3, 3725–7, 3738–55, 3764–9, 3777–8.

There should be a very small portion of prescribed work in, and more examination in unseen passages—*Jones*, 4508–20, 4636–9, 4839–43.

The best test in, is unforeseen passages and composition—*Devitt*, 5725–45.

The text-books in, are varied too much and are too long—*Boyle*, 9384–5, 9387–90, 9401–8, 9430, 9467–78.

LANGUAGES, CLASSICAL—(*continued*).

There is too much prescribed work in, for Preparatory Grade, in which for pass, the texts should be considered as alternatives—*Shaw*, 9991, 10054–6, 10063, 10073–4, 10089–91.

Are too much taught from translations—*M'Neill*, 11127–50, 11154–60, 11168, 11184–6, 11206–13, 11231–56 ; *Starkie*, 11486–517, 11601–3, 11611–7, 11628–34, 11642–5, 11652–62.

See SYSTEM—Defects of.

There should be separate programmes in, for honours and pass, and greater importance should be given to unseen passages—*M'Neill*, 11171–83.

There should be no prescribed courses in, in Middle and Senior Grades, some indication being given, however, as to the extent of knowledge which would be required. It would be difficult but advisable to apply the same principle in the other grades, but some prescribed work might have to be given for pass students. There should be a three hours' translation paper of "unseen," a three hours' composition paper, but no grammar paper. The examination should not be so minute as at present—*Starkie*, 11510–1, 11518–34, 11595–7, 11604–10, 11615, 11627, 11635–41, 11646–51, 11663–79.

Prescribed course in, should be so long that it would be impossible to learn it by heart, or in the Middle and Senior Grades there might be no prescribed course at all, and the questions should test general knowledge more than abnormalities. Should contain more sentences for composition and fewer grammar questions —*Henry*, 11699–706, 11709.

Are taught by translations, but not in the best schools—*Henry*, 11729–35.

In Middle and Senior Grade there should be no prescribed courses in, or very wide courses, the present system placing students at a disadvantage in regard to Trinity College entrance examinations—*W. G. Conolly*, 12800–17.

—— FOREIGN :

The examination in, should be more in "unseen" passages, no prescribed books being given in the higher grades, and less prescribed work in the two lower grades—*Mahaffy*, 794–6, 813, 846–54, 917–23.

There should be no prescribed work in—*Miss White*, 3337, 3491–9.

More marks should be given for unseen translation —*Mrs. Byers*, 5636–9.

Prescribed courses in, should be abolished except in the Senior Grade, in which the prescribed course should be a long one—*Biggs*, 7504, 7546–55, 7608–15, 7664–73, 7731–8.

The number of prescribed books in, should be reduced so as to give the teacher greater freedom in his teaching—*Comerton*, 9732–6.

A smaller amount of matter should be prescribed in, and more marks given to "unseen" passages—*Haslett*, 10156–60, 10171–2.

Course in, should be reduced—*Garnett*, 10900–5.

—— MODERN :

Should be divided into literary and commercial sides, each candidate taking up only one side —*Mahaffy*, 814–7.

German handwriting should not be insisted on —*Mahaffy*, 889–91.

The Board might send expert linguists to the schools, whose lessons would increase the interest of both students and teachers in pronunciation —*Brennan*, 2815.

LANGUAGES, MODERN—(*continued*).

There should be no prescribed course in—*Jones*, 4508–10, 4638; or it should be considerably reduced—*Getz*, 12964–72

The courses in, should be shortened, and higher marks should be given for composition—*Dods*, 5047–50.

Method of teaching of—*Rev. L. Healy*, 5386–90.

Should be taught by Irishmen and Irishwomen trained in them abroad—*Plunkett*, 6610, 6680–2, 6739–40.

Are perhaps favoured by the examiners—*O'Mahony*, 7935–45; *Biggs*, 7603.

The teachers of, might be required to produce certificates of competence—*Speers*, 8303.

Italian should be marked on an equality with French and German—*Macken*, 9047–8.

Pronunciation of, should be attended to, and the teaching of, tested by the Board sending round to the schools to see if they are taught properly—*M'Intosh*, 10307–11.

Commercial portions of, should get increased marks—*Pyper*, 11269.

Commercial course in, is, on the whole, suitable—*Pyper*, 11283–94, 11335–7.

Commercial portions of, should be discontinued—*W. G. Conolly*, 12796–7.

Grammars in, should be prescribed which give only what is normal and essential, dropping the exceptions and niceties dear to examiners—*Getz*, 12964.

See EXAMINATION, INSPECTORS, and SYSTEM AS IT EXISTS.

LATIN:

See LANGUAGES, CLASSICAL.

LOGIC:

Should be included in Junior, Middle, and Senior Grades—*Daly*, 12630.

M

MANUAL INSTRUCTION:

Workshops for, should be established in connection with both boys' and girls' schools—*Preston*, 6783–4.

Schools should be assisted in obtaining equipment for—*Haslett*, 10139–42.

Should be introduced in all grades—*Garnett*, 10921–8, 10941–2.

MARKS:

For the oral examination in Latin, would give about one-tenth of the total—*Purser*, 606–9.

The reduction of the maximum, has not made the students' work lighter—*Houston*, 6246–52.

Maximum, should be increased to encourage science—*Speers*, 8342–4.

Maximum, should be reduced, so as to reduce the number of subjects a girl may take—*M'Neill*, 11106–10.

Maximum, should be reduced in Preparatory Grade, so as to limit the number of subjects—*Mahaffy*, 715.

Principle of counting—See RULES—Rule 57.

MATHEMATICAL SUBJECTS:

Papers in, in Junior and Middle Grades, were too difficult in 1898—*Brennan*, 2840.

A pass should be given in the amalgamated groups instead of in one subject—*Abney*, 7373–8.

Papers in, have been increasing in difficulty—*Haslett*, 10117; *M'Neill*, 11068–9.

MECHANICS:

Should be included in Senior Grade—*Leebody*, 2427.

Should be included in the courses for boys and girls—*Miss White*, 3208–9, 3411–2.

MEDALS:

Should be given for natural science—*Rev. A. Murphy*, 1806.

Should be given for music—*Speers*, 8364–6.

For modern languages, should be abolished—*Dods*, 5051–5; should be continued—*Rev. L. Healy*, 5347–51; *Mrs. Byers*, 5662–5.

Should be of bronze—*Plunkett*, 6565.

MUSIC:

Examination in, should not be confined to theory—*Mahaffy*, 329–30; *Professor G. F. FitzGerald*, 8252–7; *Haslett*, 10195–8; *M'Neill*, 11042–50, 11085–8.

Text-books in—*Mahaffy*, 831–3.

Should be encouraged by grants—*Plunkett*, 6566.

Owing to there being no practical examination in, the highest place in, may be obtained by a student who could not play a note on the piano—*Miss Oldham*, 8737–46, 8839–43.

Should be allowed as an extra subject over the maximum in the course—*Boyle*, 9458–62.

If there were a large endowment for it, there should be a test for instrumental music, but, without this, the test in the theory of music should be abolished—*Miss Mackillip*, 9782–90, 9849–58, 9919–33.

Should be included in Preparatory Grade—*Miss Mulvany*, 10222, 10281–3.

N

NATURAL PHILOSOPHY:

Should be divided into its different branches according to the industries to which they are applicable—*Abney*, 7400–2; *Comerton*, 9558.

See SCIENCE SUBJECTS.

NEEDLEWORK:

Should be included in the separate course for girls—*Nicholas*, 1525, 1547–9.

Should not be included—*FitzGibbon*, 2725; *Miss White*, 3230, 3384–6.

O

OVER-AGE STUDENTS:

Should be admitted to examination—*Mahaffy*, 661–73; *Jones*, 4733–6; for 3 years—*FitzGibbon*, 2612–8, 2738–40; for 2 years—*O'Mahony*, 7266, 7781–7; *Macken*, 8992; *Boyle*, 9366–7; *Daly*, 12633–45, 12704–11; for 1 year—*John Thompson*, 8533–4.

Should, within two years, be allowed to enter once for examination in a grade, but not to compete for prizes—*Delany*, 1065–7.

If the present pass standard be reduced, should be admitted for one year, the results fees remaining as at present—*Brennan*, 3034.

See AGES.

P

PASS:

See RULES—32, 36–9.

PRIMARY EDUCATION:

See INTERMEDIATE EDUCATION and SCHOOLS.

PRIMARY SCHOOL PUPILS:

See GRADES, PREPARATORY.

PHYSICAL EDUCATION:

Grants should be given to schools properly providing for—*Plunkett*, 6566.

R

RESULTS FEES:

The system of, has a *raison d'être* in Ireland, owing to the absence of compulsory education, which it has not in England or Scotland, and it should not be even weakened—*FitzGibbon*, 2494–522.

The bulk of opinion is totally adverse to—*Laffan*, 12895.

Should continue to be paid on the annual examination (including, however, *viva voce* tests), and not be affected by inspection—*Tyrrell*, 3653, 3667–76, 3731–3.

Should continue to be given on the general examination — *O'Mahony*, 7830–40; *Biggs*, 7512–4, 7544–5, 7592–9, 7637–63, 7720–30; *Miss Mackillip*, 9765–81, 9938–58; *Shaw*, 9964–88; *Crook*, 10772–9, 10834; *Miss Boyd*, 12528–32.

Should for a time be paid on the results of examination and inspection, but should ultimately be paid on inspection alone—*Plunkett*, 6589 – 94, 6647–51, 6713 – 38, 6741–3.

Should be replaced by an attendance grant, with the class, not the pupil, as the unit, the amount of which should for the present depend on the results of examination as well as the reports of inspectors, though in an ideal system, and ultimately, it might depend on inspection alone—*Preston*, 6760, 6852–77, 6915–35, 6940–7007, 7025–48, 7089–97.

Should be superseded by grants based on inspection and school examination—*Molloy*, 95–9, 112–5; *Most Rev. Dr. Kelly*, 1339–49, 1372–3; 1386–96, 1408–12; *Miss White*, 3183–9A, 3252, 3271–9, 3305–12, 3326–8, 3338–51, 3436–7, 3451–3, 3568–73, 3618–48; *Bodkin*, 3795–800, 3816–7, 3913, 3936–7, 3953–63, 4000–28, 4033–48, 4133–42, 4160–205; *Bernard*, 4298–325, 4366–83, 4425–37; *Houston*, 6045–76, 6155–68, 6184–95, 6229–30, 6317–52; *C. E. FitzGerald*, 6382–97, 6431–47, 6503–7; *Joly*, 10468–9, 10525–36, 10606–12, 10618–26, 10659–84; *Garnett*, 10866–8, 10884–93; *W. G. Conolly*, 12798–9, 12834–6, 12853–61, 12866–71.

Are three times too high for individuals, and should be replaced by capitation grants on all the pupils, provided the school is efficiently tested by inspection—*Rev. A. Murphy*, 1738–42, 1751–2, 1874–84, 1990–7, 2066–91.

Should be supplemented by graduated premiums for special or general efficiency on the report of an inspector, a penalty being imposed if the inspector reported anything notably wrong—*Most Rev. Dr. Healy*, 2153, 2187–90.

The ideal system, however, would be an endowment for the school, the governors of the school selecting their own course, and offering their own prizes in their own way—*Most Rev. Dr. Healy*, 2157.

RESULTS FEES—(*continued*).

Should ultimately be superseded by grants based on the number of students and the efficiency of the teaching as shown by inspection—*Leebody*, 2272–8.

Submission to inspection should be a condition of obtaining—*Purser*, 516–8, 567–71; *Mahaffy*, 645, 686–93; *Rev. A. Murphy*, 1855–6; *FitzGibbon*, 2523–32; *Rev. L. Healy*, 5223–7 5267–90, 5391–404.

Should be given on the general examination, but additional grants should be given on inspection —*Brother E. J. Connolly*, 11762, 11775–84.

Should be diminished on unsatisfactory reports by inspectors—*Delany*, 1103–7, 1107–13, 1131–6, 1172; *Nicholas*, 1555–8, 1586–7; *Dods*, 4898–904, 4950–7, 4932–88, 5028–9; *Mrs. Byers*, 5414–61, 5497–527, 5553–60, 5572–90, 5660–72; *Devitt*, 5758–67, 5790–803, 5881–907, 5921–2, 5931–51, 5969–74, 5997–6020; *Moore*, 8427–30; *John Thompson*, 8522; *Haslett*, 10095–100, 10112–4, 10143–6.

Should be given on inspection if inspectors who would inspire confidence could be obtained—*Dods*, 4967–72.

Should be given in part on inspection—*Purser*, 431, 433–7, 513–9, 567–71; *Macken*, 8976–9, 8996–9009, 9013–26, 9074–80, 9089–99, 9128–45; *Comerton*, 9563–70, 9579–81, 9709–13; 9719–21; *M'Neill*, 11052–60, 11076–84, 11089–104, 11162, 11199–201, 11219–23; *Starkie*, 11504–9, 11535–9, 11621–3; *Ward*, 11841–6.

To give, on the general examination, using inspection as a check, and varying the amounts of, accordingly, would, while not being the ideal system, have a beneficial effect—*Molloy*, 141–9, 217–25, 237–44, 260–311, 370–7; *Miss White*, 3278–9, 3308–12; *Bodkin*, 3976–87; *Bernard*, 4298–325, 4366–83, 4411–20, 4425–37, 4459–74.

Should depend, in addition to written examination, on inspection and oral examination—*FitzGibbon*, 2519–20, 2523–44, 2594–609, 2673–6, 2694–6, 2709–15.

Should not be given to any school in subjects such as languages, shorthand, or science, in which the fulfilment of prescribed conditions is neglected—*Brennan*, 2826–9, 2906–12, 2926–8, 2939–52, 3072–84; *Jones*, 4487–95, 4539–61, 4575–92, 4601–31, 4723–87.

Should be based for the first two years of the course on inspection only, and for the second two, on the general efficiency of the students as shown by examination, and the general efficiency of the schools as shown by inspection—*Abney*, 7334–7, 7468–73.

Should be superseded by a capitation grant based on the results of inspection alone as to students under 14 or 15, and on the combined results of inspection and examination as to students over that age—the amount should be decided on an average of three years, and should be varied every three years—*Professor G. F. FitzGerald*, 8043–6, 8067–82, 8118–9, 8169–75, 8178, 8275–81.

Fixed grants equal to one-third of a five years' average should be given, the balance of their fees to be based on the present general examination, and no grants being given for science teaching to schools where the inspector reported the teaching not to be practical—*Speers*, 8303, 8327–9.

Should be superseded by grants paid on inspection only—*Miss Oldham*, 8707–8, 8811–8, 8862–906, 8934–44, 8954–60.

Should continue to be awarded on examination, but if abuses exist, should be affected by the

RESULTS FEES—(*continued*).

results of inspection. Amount of, should be increased for correct pronunciation of modern languages—*Boyle*, 9395–400, 9463–6.

Should, for science, where taught practically, be superseded by an attendance grant based on an inspector's report as to efficiency, and irrespective of examination—*Comerton*, 9563–70.

A school in a district well supplied with schools, which is reported by an inspector as inefficient, should, after a warning, and a neglect to provide a remedy, be disqualified from receiving —*Shaw*, 9983–8.

Should be paid per head, not per subject on the results of the written examination, but no school should be eligible for, until an inspector has reported it as efficient—*Miss Mulvany*, 10222, 10232–7.

Should be withheld, in part or wholly, from managers guilty of professional misconduct—*Miss Mulvany*, 10222.

Should, in respect of mathematics, classics, English, &c., be paid on the general examination, subject to the inspector's report, and in respect of science, modern languages, &c., be based on the number of classes, the attendances and the inspector's report—*Graves*, 11364–9.

Should be superseded by an attendance grant conditional on a certain percentage of the pupils passing the examination, an additional grant being given on the school being declared efficient by the inspector—*N. D. Murphy*, 11946–55, 11966–72.

Should be replaced by a capitation grant based on inspection and school examination, the schools being divided into three classes, no school without the Senior Grade being included in the first class, and no school without a Middle Grade to be included in the second class—*Most Rev. Dr. Foley*, 12268–74, 12279–302.

Should be superseded by grants based on examination and inspection—*Daly*, 12686–95.

To pay, in proportion to the work of a school, taking into account its appliances, staff, and teaching, would be the ideal system, but it would not be practicable—*Nicholas*, 1632–3, 1653–88.

In the higher grades, higher fees should be paid than in the lower grades—*Rev. A. Murphy*, 1997.

Should be as liberal as possible for pass—the excess should be given if a student rises from pass to honours in a grade—*Biggs*, 7622–6, 7620–30.

Are too small compared with amounts paid to students, and should be increased to the point at which a school would be efficient—*Comerton*, 9533–41.

Should be increased by capitation grants to teachers—*Miss Boyd*, 12510.

Should be the same for all pass students in the same grade—*Molloy*, 88A–89, 370.

Should not be uniform in the same grade, irrespective of the subjects taken up—*Rev. A. Murphy*, 1796–803.

Should be the same for pass and honour students —*Starkie*, 11559–63.

Should vary according to the percentage of passes in the classes—*Delany*, 1003–4, 1135–6.

Should be used for educational purposes—*Ward*, 11867–8.

Should in part be devoted, under the orders of the Board, to remedying defects in the schools —*Jones*, 4861–6; *John Thompson*, 8522.

RESULTS FEES—(*continued*).

The use of, by the managers should be limited by the Board—*Crook*, 10774–9, 10797–803.

Should be used largely to strengthen the teaching staffs of schools—*Most Rev. Dr. Foley*, 12169, 12303–9.

Should be paid for a student only once in any grade—*Rev. A. Murphy*, 1780.

Should be paid only once in a grade for a pass—*Houston*, 6093.

Should be paid more than once in a grade if the teacher considers it advisable not to send the student on at once to a higher grade—*Joly*, 10538.

Should be paid only three times for one student during his entire course, and only once in the same grade—*Most Rev. Dr. Kelly*, 1370, 1408–12.

Over-age students should not be paid for—*Mahaffy*, 661–73; should be paid for in full —*Nicholas*, 1453–5; *Rev. A. Murphy*, 1777–8; *O'Mahony*, 7266, 7781–7; *Boyle*, 9367; *Daly*, 12633–45.

To discourage touting, portion of, should be given to the school in which the student obtained his elementary training—*Daly*, 12632.

Portion of, in the lower grades should be impounded until it was seen whether the student was simply earning fees or looking out for an education—*Rev. A. Murphy*, 1990–1.

RESULTS OF EXAMINATIONS:

It would be desirable not to publish the names of schools to which successful students belong, or the marks obtained; and better still, not to publish the names of the successful students at all, but to furnish them to the heads of the schools—*Rev. A. Murphy*, 1744–8, 1804, 2049–54.

Pamphlet of, should contain only the lists of exhibitioners and prizemen, further information being sent to the school managers—*Most Rev. Dr. Healy*, 2184.

The publication of, with the figures, is useful, and should be continued—*FitzGibbon*, 2546–7, 2634–46, 2757–61; *Brennan*, 2961–2; *Rev. L. Healy*, 5295–308; *Devitt*, 5956–60, 6031–9; *John Thompson*, 8543, 8617–20, 8648–51; *Miss Mulvany*, 10222; *Brother E. J. Connolly*, 11771.

Publication of, should be expedited—*Brennan*, 2962–74, 3042–53.

The pamphlet of, should contain the numbers, but not the names of the students, or the results should be furnished privately to the school managers—*Miss White*, 3161–73, 3504–16; *Macken*, 9010–1; *Comerton*, 9494–509, 9641–4.

Form of publication should be changed—*Daly*, 12764–5.

Form of publication of, should be changed, the names of schools not being given—*Dods*, 5056–9; *Houston*, 6192, 6269–75.

Should not be published, but furnished privately to school managers and students—*O'Mahony*, 7265, 7849–52.

Should not be published—*W. G. Conolly*, 12798.

Of passes and prizes, should be published simultaneously—*John Thompson*, 8672–4.

Should not be published, if this would lessen the competition—*Miss Mackillip*, 9871–2.

In the Preparatory Grade the names might be published without marks—*Shaw*, 9991–8, 10039–49.

Of the pass students, only the examination numbers should be given, the exhibitioners being given in order of merit without marks, or divided into two classes and printed alphabetically—*Haslett*, 10148–55.

RESULTS OF EXAMINATIONS—(*continued*).

The names of pass students should be given alphabetically without marks, of honour students alphabetically in two or three classes without marks—*Starkie*, 11573–82, 11589–94.

RULES:

10.—*Mahaffy*, 761–72, 868; *Delany*, 996.

20–8.—The May notice might contain a statement as to whether the student intended to compete for honours or sought a pass only—*Most Rev. Dr. Healy*, 2167–9; *Leebody*, 2140–5; *Bernard*, 4336–8; *Biggs*, 7498–501, 7535–8; *Boyle*, 9364–5; *N. D. Murphy*, 11936–44.

29.—*Mahaffy*, 777–86, 825–8.

32 (A).—25 per cent. in an exhibition, 35 or 40 in a pass paper, *Molloy*, 200–1.

25 per cent. in the present papers, about 45 in a pass paper—*Purser*, 536–8.

33⅓ on a pass paper or on the pass side of a combined paper: the present standard is too high—*Leebody*, 2328–33, 2430–43.

50 per cent. on merely pass questions—*Brennan*, 2885–91; *Devitt*, 6027; *Professor G. F. FitzGerald*, 8060–1.

Between 30 and 50 per cent. on pass questions—*Houston*, 6286–9.

40 per cent. on pass questions—*Comerton*, 9596; *Miss Mulvany*, 10222.

(B).—Should be 20 per cent. in prose composition only—*M'Neill*, 11154–60.

Should be a percentage in composition and translation—*Starkie*, 11534.

33.—Is in principle a good rule—*Rev. A. Murphy*, 1784–6.

36–9.—In preparatory grade one language only, viz., English, should be compulsory—*Leebody*, 2307, 2318.

In all grades a pass should be obtained for English, one other language, and any other two subjects, or if the maximum marks retained as at present, domestic economy and botany should get 500 marks each—*Mrs. Byers*, 5413.

Girls should be allowed to pass in English, one other language, and two other subjects, irrespective of marks—*Miss Mackillip*, 9901–6.

Four subjects for pass are sufficient—*Daly*, 12682—3.

57.—*Mahaffy*, 818–9, 869–82; *Brennan*, 2892, 2918, 2933, 2985–94, 3095–102.

Approve of—*Purser*, 582–7; *Rev. L. Healy*, 5352–6; *Inglis*, 12128–36.

S

SCHOOLS:

Refusing to teach pronunciation of modern languages, should not be recognised—*Molloy*, 389–90.

Country schools, unsanitary condition of—*Henry*, 11743–7.

Should be divided into:—Class A, schools providing a whole course of education from the primary school to the threshold of the university; Class B, schools providing a secondary education that came up half-way, say, to the middle grade, and receiving lower rewards than Class A; and, if necessary, Class C, though two should be sufficient, with ages 12 to 18, and 12 to 16. The attendance should be 15, though, with sufficient proof of good work, it might be reduced to 12, a Senior Grade boy counting as three, and a Middle Grade as two. There

SCHOOLS (*continued*).

should be for each a programme recognised by the Board, and proof, by the number passing examinations, as to the work done—*Delany*, 948, 962–71, 985–95, 1031–2, 1166–79, 1214–8A.

Might be sub-divided into classical, scientific, and modern, according to the courses proposed—*Delany*, 962, 1000.

Should supply to the Board at the beginning of each year complete lists of students, classified and giving ages and subjects taught—*Delany*, 1000.

Definition of, should not be altered—*M'Intosh*, 10354–6.

The number of students in attendance should be forty who were going in for the Intermediate, and no student should be allowed to enter for a school not reported as efficient by the inspector—*Nicholas*, 1499–503, 1589–94, 1597–8, 1602–6.

The definition of, should include capacity for doing Intermediate work, including all grades up to the Senior, and an actual attendance of thirty students for Intermediate work. Conditions should be made which would prevent any school except a *bona fide* Intermediate school getting any grant at all—*Rev. A. Murphy*, 1822–30, 1902–11, 1920–3, 1970–83.

The definition of, should continue to allow the payment of results fees for those who do not intend to go further than Junior Grade—*Most Rev. Dr. Healy*, 2179–83.

The restrictions as to equipment, teachers, &c., of, should be less stringently enforced in country districts than in large centres. The definition of, should include schools imparting rudimentary knowledge as part of the whole Intermediate education of its students—*FitzGibbon*, 2567–7A, 2672, 2692–3, 2709–15, 2735–6, 2742.

Definition of, should include the necessary primary or elementary department which is preparatory to Intermediate education. The attendance should be of twenty students, not under 13 and not over 18 years of age, without conditions as to grades—*Brennan*, 2923–5, 3035–7.

Definition should not include any school in which Latin and mathematics are not taught, and should exclude schools in which only one pupil passed—*Miss White*, 3351, 3538–42.

Efficient small schools should be encouraged, but some small schools are so inefficient that the education they give is not worth paying for—*Dods*, 5036–46.

A second school should not be recognised in country places where one is already doing good work and the second school is not really needed—*Mrs. Byers*, 5528–41.

Should fulfil requirements as to buildings, equipment and facilities for education. The limit of ten pupils is too low—*Houston*, 6178–83.

Should, besides teaching reading, writing, and arithmetic, English, elementary mathematics, and drawing, also give instructions in one or more foreign languages and in one or more science subjects, and the annual fees should exceed a certain amount, say, £2 per head—*Preston*, 6783, 6789, 6852, 7093–9.

Should be allowed to borrow money at easy rates for building and equipment purposes—*Preston*, 6789; *Haslett*, 10125–34, 10187–91, 10201–5; *Miss Mulvany*, 10244–53, 10277–80, *Graves*, 11374–6.

The Board might get four or five gentlemen to act as managers of each, for control purposes—*Preston*, 6865–77.

SCHOOLS—(*continued*).

Might include students from 10 up, but should have a certain proportion in the higher classes. It would be desirable that the modern side and the university side should not be divided into different schools—*Professor G. F. FitzGerald*, 8075, 8171, 8202–6.

Should present for examination 40 or 50 per cent of the students each year—*Speers*, 8303.

A primary school is one organised mainly to teach reading, spelling, and writing, arithmetic, grammar, and geography to the children of labourers, artisans, and the lower middle classes at very low rates or free; a secondary or intermediate school is one organised to teach English thoroughly, Latin, Greek, mathematics, French, German, &c., modern science, drawing, painting, domestic economy, music, &c., to the youth of the middle and upper classes at substantial fees, and to clever and ambitious children of the humbler classes—*Speers*, 8303.

Definition of, should exclude any school which does not satisfy the inspectors—*John Thompson*, 8675–7.

Should adequately teach a majority of its pupils mathematics, classics, and physical science—*Miss Oldham*, 8786–810, 8911–6, 8951–4.

A school which is not equipped to prepare students for the Senior Grade, should not be deemed in the full sense an Intermediate school. The definition of an Intermediate girls' school should not include any school which does not teach French to four-fifths of the pupils within the Intermediate limits of age—*M'Neill*, 11061.

Should give a first-class liberal education up to a university, a profession, the Civil Service, or a commercial avocation—*Brother E. J. Connolly*, 11771.

Should be an educational institution (not being a National school) which can satisfy the Commissioners, through their inspectors, that it has a staff fully qualified to give Intermediate education—*Ward*, 11790.

Small struggling schools in isolated districts, which are needed, and which are seen by the inspector to be efficient, should be aided by grants of £100 each; small schools which are not needed, and which are only weakening the other schools, should be discouraged. The minimum attendance should be raised from 10 to 15—*N. D. Murphy*, 11912–7, 11962–5, 11973–5, 12008–14.

Special grants for better teaching, equipment, &c., and loans for building should be given to small, struggling schools in localities where they were needed, the minimum attendance in such cases being 20 or 25, and a certain number of teachers with prescribed qualifications being insisted on—*Most. Rev. Dr. Foley*, 12196–201, 12213–29, 12245–63, 12275–8, 12321–30.

Portion of the Intermediate grant should be used to assist in the building and equipment of school buildings and teachers' residences in districts where they are needed, the grants to be conditional on local contributions—*Miss Boyd*, 12510–2, 12540–56, 12567–73.

Should be one (not a National or equivalent school), in which a number of pupils are efficiently taught in classics, mathematics, and physical science. The limit of 10 as to attendance is convenient—*Daly*, 12621–8, 12672–81, 12684–5, 12743–51.

Small schools which are needed in poor districts should be assisted. If the Board's inspector found that the school was doing good work, a grant, partly depending on the written examination and partly on inspection, should be made: an extra grant should be given because of the difficulty of the position of the school, and also a grant for the increase of the teaching staff—*Daly*, 12650–6, 12727–34.

Small schools which are needed in poor districts should be assisted—*W. G. Conolly*, 12862–3.

Should be one at which a boy might obtain the necessary instruction which would enable him to obtain a sizarship in Trinity College or to pass the preliminary examination of an ecclesiastical college, such as Maynooth—*Laffan*, 12893.

The Board should see in what localities schools are wanted, should encourage the foundation of day schools there, and should endow them with minimum grants of £100 a year, supplementing these grants where the schools are well conducted and guarding them by the conscience clause. Schools in large towns or in localities capable of supporting them, or in receipt of endowments, should not receive any assistance—*Laffan*, 12893–900, 12902, 12906–25, 12934–7.

SCIENCE AND ART DEPARTMENT:

Owing to the rules of the Intermediate Education Board, schools find it impossible to work in connection with—*Preston*, 6760, 6766, 6832, 6839–47, 7128–39; *O'Mahony*, 7966–73; *Abney*, 7309; *John Thompson*, 8644–5.

Description of its work—*Preston*, 6760–72, 6783, 6789, 6825–51, 6941–50, 6968–71, 7001–5, 7008–24, 7100–2, 7140–63, 7201–34, 7245–61; *Abney*, 7267–93, 7409; *John Thompson*, 8536–9; *Comerton*, 9502–5, 9550.

The Intermediate Education Board should act as the local authority for Ireland representing local effort, so as to enable Irish schools to obtain its grants—*Preston*, 6852–5, 7150–3; *Abney*, 7302–8, 7402–3, 7440–4; *John Thompson*, 8536–9.

Cost of examination under, compared with that of Intermediate Board—*Abney*, 7345–65.

Prevented Intermediate schools working under it by the rule that they should be regarded as endowed schools—*John Thompson*, 8537–8, 8644–7, 8652–5; by the rule under which results fees would not be paid for a pass in elementary science subjects—*Pyper*, 11262; *Burke*, 12445–7.

The Intermediate Education Board should have control of the Irish share of the grant for—*Joly*, 10474–7; *Burke*, 12476–7.

Future disposal of the funds of, in Ireland—*Graves*, 11416–25.

SCIENCE SUBJECTS:

Should receive greater encouragement—*Most Rev. Dr. Kelly*, 1331; *Leebody*, 2296–9; *C. E. FitzGerald*, 6400–6, 6475–7; *Plunkett*, 6544–5; *Abney*, 7477–80; *Macken*, 8993–5; *Boyle*, 9369–71; *Burke*, 12447; *Daly*, 12631, 12646–7; 12696; *W. G. Conolly*, 12823.

Would raise marks for, where taught practically—*Molloy*, 30–8; *Rev. A. Murphy*, 1933; *Miss White*, 3214–6; *Haslett*, 10119–23.

Should receive higher marks—*Rev. L. Healy*, 5238–9; 5336–9, 5357–62; *Preston*, 7108–12; *Abney*, 7421–39; *Professor G. F. FitzGerald*, 8144–7; *Speers*, 8303, 8342–4, 8367–86; *John Thompson*, 8540; *Comerton*, 9558–61; *Joly*, 10430–5, 10445–6; *Burke*, 12445; *Daly*, 12631, 12646–7.

The Board should be empowered to provide half the amount necessary to provide properly equipped laboratories, &c., so as to obtain the other half from the Science and Art Depart-

SCIENCE SUBJECTS—(*continued*).

ment—*Plunkett*, 6597–601; *Haslett*, 10124–34, 10187–91; *Joly*, 10471–3; *Crook* 10734–5; *Daly*, 12699–703.

For the encouragement of, special grants should be given—*Molloy*, 171–4; *Delany*, 1082–3; *Leebody*, 2417–23; *Miss White*, 3323–5; *Jones*, 4847–60; *Plunkett*, 6566; *O'Mahony*, 7265; *Speers*, 8303, 8352; *Joly*, 10471–3, 10513–4, 10638; *Moses*, 12142; *Daly*, 12648–9.

Special grants should be given for providing laboratories, the amount given to a school receiving a grant from the Science and Art Department being reduced by the amount of such grant—*Delany*, 1082–3, 1155–7, 1223–32.

A school without proper appliances should get no grants in—*Leebody*, 2360–6; *John Thompson*, 8522.

Should be included in Preparatory Grade—*Rev. A. Murphy*, 1808, 1831, 2034–48; *Leebody*, 2305–8, 2351–4, 2444–6; *FitzGibbon*, 2542; *Jones*, 4847–51; *O'Mahony*, 7265; *Abney*, 7464–7; *Speers*, 8303; *Comerton*, 9553–6; *Miss Mulvany*, 10222; *Garnett*, 10968; *Burke*, 12479–80.

Courses in elementary physics and chemistry requiring experimental illustration, should be included in Preparatory and Junior Grades, and more advanced courses in Middle and Senior Grades—*O'Mahony*, 7265.

Should be compulsory in the Preparatory Grade and in the modern course in all grades—*Comerton*, 9676–9, 9737–42.

One subject should be compulsory—*Speers*, 8350–6.

Should be compulsory in all grades—*Joly*, 10490–5; 10539–42, 10638–49, 10685–91.

One natural science subject should be compulsory, but if the examination in it is not practical, no student should be admitted to the examination who has not satisfied the inspector as to practical work. Would prefer a course in general elementary science rather than the present course—*Professor G. F. FitzGerald*, 8137–43, 8217–9, 8241–4.

New syllabuses should be drawn up in, whether the system changed or not—*Preston*, 7118.

Chemistry and electricity should be included in, and taught practically—*Moses*, 12142, 12161–3.

Course of, should include additional subjects—*Miss White*, 3208–9, 3477–8; *Speers*, 8303.

Course of, should be assimilated to the Science and Art Course—*Jones*, 4663–77; *Dods*, 5069–71; *Preston*, 6766, 6772, 6878, 7131–9; *Speers*, 8341; *Miss Mackillip*, 9889–91; *Burke*, 12476; *Daly*, 12752–4

The report of the Science and Art Department as to the teaching of, should be accepted—*Molloy*, 39–57; *Jones*, 4677; *Preston*, 6766, 6854; *Abney*, 7294–301, *Comerton*, 9621–3; for the present—*Joly*, 10416, 10474–7.

The report of the Science and Art Department as to the teaching of, should not be accepted—*Crook*, 10810–3.

Either the Science and Art inspector's report might be recognised, or the Science and Art inspector and the Intermediate inspector might act together—*Plunkett*, 6567–73.

The Board might send experts in, to the schools to give lessons in—*Brennan*, 2815.

Teachers of, a diploma might be issued to, by the Board—*Leebody*, 2367–8.

Teachers of, should be supplied with a compilation of the opinions of experts on the teaching of—*Joly*, 10510–3.

The neglect of, is due to the want of proper laboratories and teachers, to a more searching examination, and to their non-inclusion in the

SCIENCE SUBJECTS—(*continued*):

Preparatory Grade when it was established—*Delany*, 1233–46; *Leebody*, 2300–4.

The neglect of, is due to (1) exclusion from Preparatory Grade; (2) the abstruse nature of the examination questions; (3) the inclusion in the higher grades of the lower grade courses; (4) its inferior position on the programme and the higher standard required for pass as compared with other subjects—*O'Mahony*, 7265.

Cost of apparatus for teaching of—*Joly*, 10505–9; *Crook*, 10731, 10761; *Garnett*, 10962–7; *Burke*, 12447; *Daly*, 12697–8.

Practical laboratory work in, should be encouraged and results fees given for, but, owing to expense of equipment would make the change gradually—*Crook*, 10729–41, 10760–5.

Should be taught practically and examined in, practically in the laboratory, the result of the practical examination being taken into account in the competition for exhibitions—*Atthill and Thomson*, 11015–26.

No student should be admitted to examination in, without a certificate that he has had practical training in the subject—*Shaw*, 9966, 10001–5, 10057–9, 10064–72.

Should be taught by experimental lectures in the smaller schools, and practically, the boys doing practical work themselves in the larger and better equipped schools—*Leebody*, 2280–95, 2358–9, 2389–98.

Better provision should be made for the teaching of, in laboratories—*Rev. A. Murphy*, 1806–7.

Should be taught practically, and the Board should satisfy itself that there was practical teaching, by written examination, if sufficient, by practical examination if necessary—*M'Intosh*, 10294–300, 10313, 10379–84.

Practical teaching of, in Christian Brothers' Schools, Cork—*Burke*, 12445–61, 12473–5, 12478–81.

See EXAMINATION, INSPECTORS, and SYSTEM AS IT EXISTS.

SHORTHAND:

Should be encouraged—*FitzGibbon*, 2727.

Should be taught and tested by dictation—*Jones*, 4752–75; *Dods*, 5100–31.

Present examination in, is satisfactory, but the marks are too low—*Crook*, 10827–33.

Marks for, should be raised—*Pyper*, 11269.

Present examination in, is fairly good, but dictation should be better—*Pyper*, 11311–27.

See EXAMINATION.

SUPERINTENDENTS:

Should be selected from teachers—*Leebody*, 2346; *Moore*, 8476–9; *Comerton*, 9598–9.

Should have teaching experience, and preferably be chosen from the assistant teachers—*FitzGibbon*, 2664–5, 2751–2; *Boyle*, 9372; *Haslett*, 10161–3, 10192–4, 10206–8.

Should have experience in the management of boys—*Brennan*, 2848–52.

Voluntary local and unpaid superintendents might be accepted—*Abney*, 7405–9.

As irregularities have occurred, district superintendents should be appointed to visit centres, and see that the examination papers have not been tampered with—*Comerton*, 9599–615, 9445–9, 9680–708.

Should not accept hospitality from school managers—*Comerton*, 9615–20; *Haslett*, 10163–4

Should have practical knowledge of the method of conducting written examinations — *Miss Mulvany*, 10222, 10228–31, 10261–3.

The safeguards as to, tampering with papers are not sufficient—*Ward*, 11888–94.

SYSTEM AS IT EXISTS:

It does not tend to over-work or excessive competition, and the students are not actuated by love of money, but by the desire to beat their fellows—*Purser*, 534.

Prefers the system which existed before the Intermediate Act—*Delany*, 1102–4.

It has had no influence in the direction of bringing students to school earlier—*Most Rev. Dr. Kelly*, 1395.

It should help children of humble parents to obtain higher education—*Most Rev. Dr. Kelly*, 1430–4.

Has not observed that it leads to over-pressure, or that it turns on chance more than other examinations—*Leebody*, 2253–5, 2376.

It encourages "cram," which is a faculty to be cultivated, and which consists in the giving of a superficial knowledge quickly for use of a temporary kind—*FitzGibbon*, 2586–93, 2681–6, 2754–6.

So far as it leads to pressure it is for position on the the list, not for money—*FitzGibbon*, 2636; *Rev. L. Healy*, 5278, 5304–5.

The complaint as to overstrain and cramming under, is exaggerated — *Bernard*, 4386–8; *Dods*, 4930; *Biggs*, 7573–84; *Moore*, 8396; *John Thompson*, 8522; *Crook*, 10757–9, 10796.

Does not agree with the condemnation of its prizes and fees as having a mercenary effect on the minds of pupils and teachers—*Tyrrell*, 3686–7, 3701, 3714–6, 3734–5, 3756–60; *Devitt*, 5925.

In the beginning it had some advantages, as it gave a good standard and a fairly good programme and stimulated studies, but since then it has worked nothing but evil to true education —*Bodkin*, 3786–8, 4049–52.

Too much is made of cases of cram, overwork, money-greed, &c., under—*Jones*, 4654–60; *Dods*, 4930, 5011–8.

There is not sufficient ground for accusing the system, as distinguished from the working of the system, of the various defects charged against it—*Rev. L. Healy*, 5142–9, 5228–40.

Has not met one specific case of dishonourable touting—*Rev. L. Healy*, 5306–8; *Biggs*, 7585–9.

Has not under it selected subjects because they paid; nor been curtailed by it of liberty as to method of teaching—*Mrs. Byers*, 5473–96, 5545–52, 5605–10.

It interferes to a certain extent, but not injuriously, with the liberty of the teacher—*Devitt*, 5746–53, 5908–9, 5915–20.

Is found by the teachers to be a well-nigh intolerable burden—*Houston*, 6353–61.

The charge as to the method of teaching of modern languages under, has been exaggerated —*O'Mahony*, 7886–93; *John Thompson*, 8604–8; *Brother E. J. Connolly*, 11771.

Has not found that it injures the health of students — *Miss Mackillip*, 9830–5; *Miss Mulvany*, 10222, 10238–44; *M'Intosh*, 10319; *Pyper*, 11262.

It does not tend to encourage neglect of the dull or backward—*Shaw*, 10006–9.

It deserves unqualified approval — *Crook*, 10850–1.

Touting under, has in some cases done good by enabling poor students to get educated in good schools—*Most Rev. Dr. Foley*, 12169, 12214.

Defects of—

It uses the acquisition of knowledge as a means, not of training the faculties, but of passing examinations, and of earning money—*Molloy*, 12–5, 388; *Most Rev. Dr. Kelly*, 1311–6, 1435–6A; *Rev. A. Murphy*, 1722, 1939–40; *Houston*, 6125–8, 6130–5; *Joly*, 10447–9.

SYSTEM AS IT EXISTS—(*continued*).

It holds up a false standard of education, the whole system having to be shaped for the passing of written examinations only—*Molloy*, 16–7, 338–40, 399–406; *Most Rev. Dr. Kelly*, 1311–6, 1414–5; *Miss White*, 3157–61; *O'Mahony*, 7264; *Macken*, 8981–5.

It induces teachers and students to select subjects, not for their educational value, but because they pay—*Molloy*, 18–9, 85–6, 341–6, 354–9; *Delany*, 943; *Rev. A. Murphy*, 1884; *Leebody*, 2304, 2377–80; *Bodkin*, 3801–8, 3835, 3898, 4121–3; *Houston*, 6077–9; *Preston*, 7122–7; *Macken*, 9060–1; *Comerton*, 9502; *Miss Mackillip*, 9824–9, 9866–70, 9897–901; *Joly*, 10416, 10629–35; *Inglis*, 12067–8; *Moses*, 12154; *Most Rev. Dr. Foley*, 12169; *Burke*, 12465–8.

It tends to induce teachers to use teaching methods best fitted, not for the training of the faculties, but for the passing of examinations —*Molloy*, 18–19, 341–6, 360–9; *Mahaffy*, 630; *Delany*, 943, 955, 1145–51; *Most Rev. Dr. Kelly*, 1311–6, 1320–2, 1378–85, 1404–7; *Rev. A. Murphy*, 1731–3; *Leebody*, 2257–8, 2406–10; *FitzGibbon*, 2586–93, 2681–6; *Miss White*, 3138–44, 3152, 3431–5, 3636; *Bodkin*, 3789–95, 3809–15, 3834–5, 3855–67, 3873–83, 3898, 3914–7, 3925–8, 3988–97; 4083–104, 4124–32, 4241–2; *Bernard*, 4276, 4293; *Devitt*, 5909–12; *C. E. FitzGerald*, 6381; *Preston*, 6782, 6900–14, 7059–89; *John Thompson*, 2522; *Miss Oldham*, 8763–75, 8923–8, 8961–4; *Macken*, 9050–9, 9111–27; *Boyle*, 9429–34; *Garnett*, 10857–8, 10894–6; *M'Neill*, 11126–50, 11154–6, 11168, 11184–6, 11206–13, 11231–56; *Starkie*, 11486–517, 11601–3, 11611–7, 11628–34, 11642–5, 11652–62; *Ward*, 11834–6; *N. D. Murphy*, 11904–11; *Inglis*, 12111; *Moses*, 12153–7; *Most Rev. Dr. Foley*, 12169; *Burke*, 12473–5; *Miss Boyd*, 12557–66; *Daly*, 12630; *W. G. Conolly*, 12777–85, 12793–4.

It makes money-gain the predominant influence upon the pupils—*Molloy*, 20–3; *Comerton*, 9486; *W. G. Conolly*, 12786; and upon the parents—*Rev. A. Murphy*, 1728–30; *Comerton*, 9528–33.

It demoralises the minds of parents—*Jones*, 4815.

It discourages the teaching of the speaking and pronunciation of languages—*Molloy*, 24–7; *Most Rev. Dr. Kelly*, 1317–8, 1323–9, 1376; *Most Rev. Dr. Healy*, 2132–4; *Leebody*, 2256; *Brennan*, 2808; *Miss White*, 3146–51, 3424–30, 3590–5; *Tyrrell*, 3698; *Bodkin*, 3877–83; *Dods*, 4930; *Plunkett*, 6664–72; *Miss Oldham*, 8831–8; *Macken*, 8982–5, 9177–94, 9907–18; *M'Neill*, 11051, 11081–4; *Graves*, 11355–6; *Daly*, 12603–17; *Getz*, 12952–64, 12970–2.

It discourages altogether the teaching of science —*Molloy*, 28–9, 58–64, 85–6; *Leebody*, 2256, 2394–8; *Miss White*, 3145–6, 3359; *Bodkin*, 3808, 3835, 3847–53; *Rev. L. Healy*, 5174, 5265–6, 5357–62; *Mrs. Byers*, 5469; *Houston*, 6246–59; *Plunkett*, 6526, 6658–63, 6689–96; *Preston*, 6760, 7104–27; *O'Mahony*, 7265, 7965; *Abney*, 7421–39, 7453–67; *Professor G. F. FitzGerald*, 8137; *Speers*, 8303, 8339–49, 8367–86; *Macken*, 8982–5, 9178; *Comerton*, 9491–2, 9502, 9550–2; *Joly*, 10411–6, 10627–35, 10692–706; *Burke*, 12445, 12449–52, 12465–8; *W. G. Conolly*, 12823.

It discourages the practical teaching of science— *Molloy*, 28; *Most Rev. Dr. Healy*, 2138–45; *Brennan*, 2808–10; *Miss White*, 3150; *Bodkin*, 3860–2, 4029–31; *Jones*, 4654; *Dods*, 4930; *Plunkett*, 6658; *Preston*, 6879–89, 7113–4;

Professor G. F. FitzGerald, 8291–3 ; *Haslett*, 10119 ; *Joly*, 10436–42, 10573–9, 10600, 10620–26 ; *Crook*, 10782–95 ; *Graves*, 11355–6.

It is likely to lead to the neglect of the pronunciation of, and the art of reading, English —*Speers*, 8303.

It discourages a taste for reading—*Laffan*, 12906.

It pays insufficient attention to spelling and handwriting—*Macken*, 9163–5 ; *Comerton*, 9486 ; *Pyper*, 11266 ; *Inglis*, 12019, 12081–8, 12101–5, 12108–9 ; *Moses*, 12142.

It has hindered the industrial development of the country by tempting youth of the agricultural and industrial classes to a university career—*Graves*, 11340–8, 11443–58.

It tends to neglect reading, writing, and elocution—*W. G. Conolly*, 12797–8.

It offers no encouragement to many necessary features in the education of girls, such as music—*Macken*, 8981–5, 9031, 9100–10 ; *M'Neill*, 11041–52.

Is not freely availed of by Catholic girls, because the parents consider it not suitable, and that it causes too great a strain ; because it leads to the neglect of accomplishments which they consider necessary for girls, and because they shrink from having their daughters branded as failures by not getting through the examinations—*Macken*, 9027–40.

It does not make a fair distribution of the funds amongst girls' schools, Catholic schools, owing to the nature of the programme, not obtaining a sufficient proportion—*Most Rev. Dr. Kelly*, 1364–9, 1400–3, 1416–29.

It fetters the intellectual resources of the teachers and causes schools to be run practically in the same groove—*Molloy*, 65–6 ; *Mahaffy*, 631–6 ; *Delany*, 935–8, 949 ; *Nicholas*, 1634–6, 1649 ; *Leebody*, 2256–60, 2406–16 ; *Fitz-Gibbon*, 2565–78, 2651 ; *Miss White*, 3158–61, 3359–60, 3524–30 ; *Bodkin*, 3857–65, 3971–2, 4240 ; *Bernard*, 4276–9, 4294, 4471–81 ; *Jones*, 4500–12, 4521–38, 4636–7 ; *Dods*, 4958–62 ; *Houston*, 5196 ; *Biggs*, 7545 ; *Macken*, 8981 ; *Boyle*, 9467–78 ; *Shaw*, 10075–88 ; *Most Rev. Dr. Foley*, 12169, 12310–1 ; *W. G. Conolly*, 12793 ; *Laffan*, 12928–9.

It encourages too much a "grammar school education" preparatory to the universities—*Molloy*, 67–71, 84, 347–53A. ; *Brennan*, 2953–7 ; *Dods*, 5084–6 ; *Rev. L. Healy*, 5151–7, 5343–6 ; *Houston*, 6077–9, 6175 ; *O'Mahony*, 7265, 7965 ; *Comerton*, 9486, 9502 ; *Pyper*, 11266–9 ; *Graves*, 11340–9, 11447–58 ; *N. D. Murphy*, 11917 ; *Inglis*, 12021, 12067–9.

It discourages commercial and industrial subjects and tends to unfit students for their actual careers in life—*Molloy*, 69–71, 369, 382–5 ; *Most Rev. Dr. Kelly*, 1330–1 ; *Professor G. F. FitzGerald*, 8222–5 ; *Pyper*, 11264–82 ; *Graves*, 11340–9, 11447–58 ; *Inglis*, 12019–21, 12067–9.

Under it Irish students have had less success than formerly in Civil Service examinations—*Rev. L. Healy*, 5151–7 ; 5343–6 ; *Comerton*, 9486, 9668–75 ; *Laffan*, 12902.

It has not caused the improvement it should have done in university candidates—*Mahaffy*, 619–20, 731–51, 742–51, 926.

It fails to prepare students effectively and thoroughly for university education in its widest sense—*Delany*, 949, 952, 1284–5.

It gives no real help to distinguished students, owing to the unsatisfactory prizes in the Senior as compared with the lower grades—*Delany*, 951.

It sets before the average and under-average pass boys the same questions used to test the best exhibitioners—*Delany*, 948.

It tends to encourage special attention to the clever students and neglect of the others—*Delany*, 948 ; *Nicholas*, 1483, 1582–5, 1637 ; *Rev. A. Murphy*, 1715–27 ; *Bodkin*, 3918–21, 4097–104 ; *C. E. FitzGerald*, 6381 ; *Preston*, 6900–14, 7059–89 ; *Abney*, 7414–20 ; *Joly*, 10447–9, 10636–7 ; *M'Neill*, 11151–3, 11214–8 ; *Most Rev. Dr. Foley*, 12169 ; *W. G. Conolly*, 12796.

It has stimulated schools into a kind of activity which is working a great deal of evil—*Rev. A. Murphy*, 1714.

Notwithstanding the great amount of sporadic good it has done, it has been decidedly injurious to education—*Mahaffy*, 619–20, 707–9, 731–51 ; *Houston*, 6044.

It is distinctly injurious to education—*Moses*, 12142–57.

It is powerless without inspection to protect itself from being worked by teachers on vicious lines—*Brennan*, 3054–60 ; *Miss White*, 3517–23 ; *Rev. L. Healy*, 5191–7.

It leads to over-work—*Delany*, 948, 1219–21 ; *Rev. A. Murphy*, 1715–23 ; *Miss White*, 3138–40, 3431–2, 3466–74 ; *Bodkin*, 3854–5, 3868–72 ; *Preston*, 6900–14 ; *O'Mahony*, 7265, 7952–8 ; *Miss Oldham*, 8705, 8740–6, 8907–10 ; *Macken*, 9027–40 ; *Boyle*, 9452–7 ; *Comerton*, 9486, 9510–3, 9528, 9650–3 ; *Miss Mackillip*, 9830–48, 9859–62, 9887–8 ; *Shaw*, 9989–91, 9999–10000, 10050–3 ; *Haslett*, 10106–11 ; *M'Intosh*, 10319 ; *Joly*, 10613–7 ; *Garnett*, 10858–64, 10950–61 ; *Graves*, 11357 ; *Starkie*, 11582–8 ; *Ward*, 11824–9, 11831–6 ; *Most Rev. Dr. Foley*, 12169, 12174–6 ; *Miss Boyd*, 12513–27 ; *Daly*, 12622, 12657–63 ; *Laffan*, 12900.

Under it boys—except those who have hopes of prizes—are with difficulty kept to their work—*Houston*, 6169–74.

It leads to excessive competition at too early an age—*Mahaffy*, 710 ; *Nicholas*, 1559–60.

It has caused injury to health, eye-sight, and physical development—*Rev. A. Murphy*, 1716–21 ; *Bodkin*, 3854–5, 3868, 4053–61 ; *Houston*, 6099–120, 6124–5, 6130–43 ; *C. E. FitzGerald*, 6365–84, 6409–30, 6448–57, 6467–74, 6478–500, 6508–17 ; *Miss Oldham*, 8855–61 ; *Laffan*, 12902–5, 12930–3.

It induces the neglect of physical training—*W. G. Conolly*, 12789, 12794.

It ignores altogether certain indispensable elements of any sound system of Intermediate education—those relating to physical training and to the formation of character—*Delany*, 943, 1140 ; *Plunkett*, 6525 ; *N. D. Murphy*, 11910–1.

It does not test the circumstances and surroundings under which children are taught—*John Thompson*, 8522.

No attention is paid under it to the character of the school buildings or equipment—*Preston*, 6906.

It does not test the teaching staffs of schools—*Plunkett*, 6525.

It does not, the examination being written only, afford a real test of a child's education—*Molloy*, 131–2 ; *Nicholas*, 1603 ; *Bernard*, 4276.

It tests only a proportion of the school pupils—*Plunkett*, 6525–6 ; *Biggs*, 7497 ; *W. G. Conolly*, 12780–3, 12794.

Of Intermediate students not half are presented for examination, and not one-third pass, and therefore the examination is not a proper test of the teaching in the schools, while under a better system 80 per

SYSTEM AS IT EXISTS—(*continued*).

cent. should pass—*Rev. A. Murphy*, 1734–41, 1852–3, 1939, 1954–89, 1998–2004, 2114–20.

It has driven Irish boys to English schools—*Houston*, 6202–3, 6276–7; *Professor G. F. FitzGerald*, 8282, 8288–90.

It causes many parents to stipulate that their children shall not be prepared for the examinations—*Miss White*, 3196–201; *Plunkett*, 6652–7; *Miss Oldham*, 8699–701, 8854–5, 8929–33; *Haslett*, 10106; *Miss Mulvany*, 10256–8, 10264–75; *Daly*, 12622.

It causes, by the difficulty of the examination papers, many girls to pass too young to the Royal University—*Miss White*, 3337, 3536–7.

Under it the difficulty of the examination papers has varied from year to year, and they have not been properly graded—*Mahaffy*, 891, 924–5; *Nicholas*, 1485; *Rev. A. Murphy*, 1831; *Most Rev. Dr. Healy*, 2175, 2193; *FitzGibbon*, 2572–8; *O'Mahony*, 7775–6; *M'Intosh*, 10315; *Ward*, 11836; *Getz*, 12964.

Under it the examination papers have become more difficult yearly—*Mrs. Byers*, 5413, 5620–2; *Houston*, 6196–7; *O'Mahony*, 7265, 7770, 7894–900; *Biggs*, 7600–7; *Professor G. F. FitzGerald*, 8211–6; *Starkie*, 11624–6.

An excessive amount of matter is prescribed, as for example, in English—*O'Mahony*, 7265.

The giving of exhibitions on the aggregate of marks in many subjects tends to discourage thoroughness in any one subject—*Delany*, 952, 1069, 1208–9.

It encourages specialisation and discourages general information—*Houston*, 6197.

It causes pupils, teachers, and parents to look upon passing the examinations as the great end to be attained—*Mahaffy*, 628–30.

It encourages touting for distinguished pupils, and bargaining between parents and teachers, and the offering of results fees to parents—*Nicholas*, 1443–8; *Most Rev. Dr. Healy*, 2183; *Miss White*, 3153–6, 3161, 3168, 3454–63, 3500–3, 3506; *Bodkin*, 3884–6; *Jones*, 4496–7; *Dods*, 4930; *Houston*, 6206–25, 6260–8; *O'Mahony*, 7959–64; *John Thompson*, 8522, 8618–22, 8633–5; *Miss Oldham*, 8846–50, 8968–70; *Macken*, 9062–73; *Boyle*, 9441–4; *Comerton*, 9528–33; *Miss Mackillip*, 9878–86; *Most Rev. Dr. Foley*, 12169, 12214; *Miss Boyd*, 12511–2, 12581–93; *Daly*, 12698–20, 12720–3, 12755–63; *W. G. Conolly*, 12786–8, 12794–6, 12876–81.

It makes a fixed unvarying sum the basis of distribution of grants to a large and varying number of schools on the successes of a variable number of students—*O'Mahony*, 7265.

It makes inadequate provision for Intermediate education, less than one-sixth of the number estimated to require Intermediate education getting it—*O'Mahony*, 7265, 7871–81, 7899.

It has entailed additional expenses on schools—*Rev. A. Murphy*, 1723, which are not met by the results fees—*Delany*, 938.

Its results fees are insufficient to provide proper payment for teachers—*Houston*, 6204–5.

A good deal of the grant under, has been spent on primary, technical, and university subjects which should be excluded—*Laffan*, 12895, 12910.

The higher grades are encouraged and rewarded too much as compared with the lower grades—*O'Mahony*, 7265–6.

The exhibitions given under, do not go to the poor, who need them, but to the well-to-do—*Laffan*, 12900.

It has failed in its avowed object—to bring within the reach of the poorer people a cheap and easily accessible means of obtaining education—*Miss Boyd*, 12508–10.

SYSTEM AS IT EXISTS—(*continued*).

It has greatly handicapped small schools, and given too much support to large well-endowed schools—*Jones*, 4678–95; *Miss Boyd*, 12510; *W. G. Conolly*, 12790–3, 12798, 12825–8; *Laffan*, 12895, 12906–15.

It places, by its definition of "school," the school of the private teacher or "crammer" on the same basis of educational value as the large public school, where the educational influences at work in the moulding of character are as important as the preparation for the examinations—*Delany*, 948; *Nicholas*, 1603.

Under it large numbers study, for a year or two, subjects which have no bearing on their future lives, the great bulk of the boys going no further than the Preparatory and Junior Grades—*Delany*, 948; *Most Rev. Dr. Kelly*, 1332–7, 1430–1; *Bodkin*, 3887–97; *Rev. L. Healy*, 5157–71, 5328–35; *Devitt*, 5982–6; *O'Mahony*, 7947–51; *Inglis*, 12069; *Most Rev. Dr. Foley*, 12169; *Laffan*, 12900.

It has diverted numbers of excellent teachers from their real work of primary education—*Delany*, 948; *FitzGibbon*, 2567–7A.

It provides no examination in religious instruction—*Delany*, 953, 1198–1207; *Most Rev. Dr. Foley*, 12246–7.

Merits of—

Its administration is impartial and universally acknowledged to be so—*Molloy*, 10; *Delany*, 938; *Most Rev. Dr. Kelly*, 1311; *Nicholas*, 1536; *Most Rev. Dr. Healy*, 2199–201; *Leebody*, 2250–2; *FitzGibbon*, 2537; *Miss White*, 3308–11, 3573; *Bernard*, 4295–6; *O'Mahony*, 7264–5; *Speers*, 8303; *Macken*, 8980; *M'Neill*, 11098; *N. D. Murphy*, 11934; *Most Rev. Dr. Foley*, 12248–9.

It has established an independent and authoritative standard for testing the work done in schools—*Molloy*, 10; *Mahaffy*, 883–5; *Most Rev. Dr. Kelly*, 1311; *Bernard*, 4275; *O'Mahony*, 7264.

It affords a fair test of the work of the schools—*M'Intosh*, 10320–31.

It has enabled poor pupils of ability to get a better education—*Molloy*, 10; *Delany*, 938; *Rev. L. Healy*, 5291–4; *O'Mahony*, 7264; *Comerton*, 9486; *N. D. Murphy*, 11904.

It has stimulated the work of teachers—*Molloy*, 10; *Delany*, 935; *Most Rev. Dr. Kelly*, 1319; *Most Rev. Dr. Healy*, 2129; *Brennan*, 2907; *O'Mahony*, 7264; *Speers*, 8303.

It has given a great impulse to educational work—*Molloy*, 10, 259; *Purser*, 546–9; *Delany*, 935; *Most Rev. Dr. Kelly*, 1311; *Nicholas*, 1534–6, 1638–42; *Rev. A. Murphy*, 1912; *Most Rev. Dr. Healy*, 2129–30; *Leebody*, 2243; *FitzGibbon*, 2489–92, 2567–7A, 2604; *Brennan*, 2807, 2914–5, 2958–60; *Miss White*, 3135; *Bernard*, 4274, 4402–10; *Rev. L. Healy*, 5138–41; *Mrs. Byers*, 5410, 5591–3; *Devitt*, 5717, 5952–5; *Preston*, 6760; *O'Mahony*, 7264, 7841–8; *Professor G. F. FitzGerald*, 8031; *John Thompson*, 8522; *Miss Mulvany*, 10222; *Garnett*, 10944–5; *N. D. Murphy*, 11904; *Most Rev. Dr. Foley*, 12169.

It has stimulated the work of pupils—*Molloy*, 10; *Delany*, 935; *Rev. A. Murphy*, 1912; *Most Rev. Dr. Healy*, 2129; *Brennan*, 2907; *Rev. L. Healy*, 5274; *Devitt*, 5717–9; *O'Mahony*, 7264; *Speers*, 8303; *Macken*, 8980; *M'Neill*, 11126.

It has led to the introduction of the best text-books—*Molloy*, 10; 378–81.

It has introduced a better programme—*Miss White*, 3135, 3420; *O'Mahony*, 7264; *Macken*, 8980.

SYSTEM AS IT EXISTS—(*continued*).

It has given a much-needed endowment to schools—*Mahaffy*, 737–41, 882–3; *Miss White*, 3135; *Bernard*, 4275, 4297; *Jones*, 4678–80; *Miss Mackillip*, 9761.

It has called into existence schools where none previously existed—*Comerton*, 9486; *Miss Mackillip*, 9761.

It has transferred the pre-eminence as leaders of opinion in the schools from the athletic to the intellectual boys—*Delany*, 935.

Has found in the Masonic schools that the happiest and healthiest children have been those selected for the Intermediate examinations, the other children, as a rule being backward—*FitzGibbon*, 2488.

It has aroused greater interest in education amongst parents—*Delany*, 938; *O'Mahony*, 7264; and induced them to send their children to school earlier and to leave them longer—*Delany*, 938.

It has developed in students the gift of memory, and the power of accurate expression and ready reproduction of things taught, and has thus helped them to win good places in Civil Service examinations—*Delany*, 938.

It has fostered in students habits of industry, force of character, and fixity of purpose—*O'Mahony*, 7264.

It has enabled many schools to increase their staffs, to give better salaries, and to provide better teaching appliances—*Delany*, 938; *FitzGibbon*, 2494–9; *Rev. L. Healy*, 5275–6; *Mrs. Byers*, 5410; *O'Mahony*, 7264.

It has raised the status of assistant teachers—*Bernard*, 4297.

Under it the element of "cram" is reduced to a minimum, except in regard to English poetry—*Brennan*, 2811–4.

It has improved the teaching of classics—*Devitt*, 5724.

It has killed defective teaching of natural philosophy and chemistry—*Devitt*, 5764–79.

It is well adapted—perhaps too well—for the preparation of University students—*FitzGibbon*, 2596–600.

It has improved the teaching of mathematics—*Leebody*, 2244, 2355, 2402–5, 2424–6; *Devitt*, 5720–3; *Preston*, 7106–7.

Under it the general knowledge of the forms of verbs in Greek and Latin has improved—*Tyrrell*, 3563.

It has immensely improved the education of girls—*Leebody*, 2249; *Miss White*, 3135–6, 3355, 3413–23; *Mrs. Byers*, 5410, 5544; *Miss Mackillip*, 9760–1.

It has, while not making the position of the clever boys better, brought up the average in the schools—*Leebody*, 2245–7, 2355.

It does not tempt the teacher to neglect the bulk of his class for the benefit of any selected number of clever children—*FitzGibbon*, 2507; *Brennan*, 2860; *Dods*, 5066–8.

T

TEACHERS:

To afford means to provide competent teachers is one of the first things to be done to improve education—*Delany*, 951; *Plunkett*, 6563, 6609–13.

Competence of—*Nicholas*, 1516–23.

Opportunities should be given to qualified persons to become familiar with the theory and practice of education—*Dods*, 4931.

The Board should assist the present teachers to get a training in science and modern languages, &c., and should require certain qualifications in all new teachers—*Preston*, 6760, 6789; *Ward* 11855–66, 11882–3.

The Board should institute a system of pupil teachers in the schools—*Preston*, 6878.

TEACHERS—(*continued*).

A register of qualified teachers should be kept by the Board—*Moore*, 8396, 8435–43, 8467–72; *John Thompson*, 8522, 8593–600, 8621–2, 8636–7; *Miss Mulvany*, 10222.

Teachers of recent standing should pass an examination in the theory and practice of teaching—*John Thompson*, 8522.

Should be highly qualified and trained—*Miss Oldham*, 8824–8.

A register of qualified teachers should be kept by the Board, teachers of five years' standing being registered immediately, those of two years' standing being registered provisionally, and regulations being framed to prevent anyone being placed on the register who has not had teaching experience. A register of teacher apprentices who have passed a qualifying examination under the Board, should also be kept—*Comerton*, 9628–34, 9714–31.

Assistant teachers are insufficiently paid, and the Board should take steps to obtain an increased grant, and remedy this—*Comerton*, 9635–9.

Teachers are in some schools paid starvation wages. This should be remedied by an inspection as to efficiency of teaching—*M'Neill*, 11165–7, 11187–99.

A description of the qualifications of both head and assistant teachers should be sent to the Board—*Ward*, 11790; as well as an account of the salaries paid them, and rules should be drawn up as to the minimum staff necessary for certain numbers of boys. Foreign teachers should prove their qualifications and home teachers should be registered. Inspection would tend to drive out incompetent teachers—*Ward*, 11852–64.

A return of, with salaries should be made by each school, and it should be seen that they are properly remunerated—*Miss Boyd*, 12530–2.

Training of, in France and Germany—*Graves*, 11472–3.

Position of, is not, but should be made of, such a character as would induce properly qualified candidates to seek it as a profession; and the Board should insist on the employment of sufficient staffs, a reduction in the hours of work, the payment of minimum salaries and certain qualifications. There would be no objection to the registration of—*Most Rev. Dr. Foley*, 12169, 12188–206, 12226–9, 12251–4, 12260–3, 12314–5.

The qualifications of, should be tested by the Board by examination, and it should be seen that they devote themselves to recognised Intermediate subjects—*Laffan*, 12895, 12899–900. 12906, 12934–7.

The Board should assist teachers of modern languages to visit the best schools abroad, or to attend holiday courses abroad—*Getz*, 12964.

TECHNICAL EDUCATION:

Is not a part of Intermediate education, and should not obtain any part of the Intermediate endowment—*Most Rev. Dr. Healy*, 2142–3; *Graves*, 11398–9.

Portion of the Intermediate funds should be diverted to—*Houston*, 6083–90, 6176–7.

TEXT BOOKS:

See COURSES.

TRIGONOMETRY:

Papers in, are too difficult—*Comerton*, 9596.

TYPEWRITING:

Is fast superseding shorthand, and should be encouraged—*Pyper*, 11303–10.

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